DOCUMENT RESUME

ED 439 278 CE 079 923

AUTHOR McCuiston, Wendy; Stevens, Sarah; Mathieson, Mary

TITLE Home Economics Career Preparation Handbook.
INSTITUTION Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE 1998-07-00
NOTE 193p.; Funded under Public Law 101-392, Carl D. Perkins.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Career Development; Career Education; Classroom Techniques; *Employment Potential; High Schools; *Home Economics; *Job Skills; *Learning Activities; *Occupational Home Economics; Occupational Information; Student Organizations; Teaching Guides; *Teaching Methods; Work Experience Programs
IDENTIFIERS Future Homemakers of America; *Texas Essential Knowledge and Skills

ABSTRACT

This handbook is designed to help secondary education teachers in Texas to conduct courses in a broad range of occupationally-specific training options in home economics. These programs usually include general related instruction, specific related instruction, and work-based instruction for careers in home economics areas. The handbook is divided into three sections. The first section contains information and guidelines, including an overview of home economics career preparation, terms, career concentrations, facilities, policies and standards, funding, wage and labor information, transportation, insurance, and teacher certification. The second section provides information on managing home economics occupationally-specific programs, including: (1) roles and responsibilities; (2) student recruitment, enrollment, attendance, and transition; (3) training stations; (4) documentation; (5) public relations; (6) student leadership organizations; (7) advisory committees; (8) classroom management; and (9) end of year activities and future planning. The final section provides sample tools for classroom management, such as work-based-training report forms, work-based training coordination, evaluations, student portfolios and profile information, correspondence, certificates, brochures, and business cards. The guide is based on the Texas Essential Knowledge and Skills (TEKS) for Home Economics Education. (KC)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 439 278

Home Economics Career Preparation

Handbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

Home Economics Education
Texas Education Agency
Austin, Texas

Home Economics Career Preparation Handbook

Developed and Disseminated by:

HOME ECONOMICS CURRICULUM CENTER
Box 41161, Texas Tech University
Lubbock, Texas 79409-1161
806-742-3029

In cooperation with:
Texas Education Agency
Division of Career and Technology Education
Home Economics Education

July, 1998

Acknowledgments

The *Home Economics Career Preparation Handbook* was prepared under contract with the Home Economics Curriculum Center, Texas Tech University, through funding from the Texas Education Agency under Public Law 101-392, Carl D. Perkins.

The following individuals made special contributions to the development of this publication:

Texas Education Agency Home Economics Education Staff:

Gay Nell McGinnis
Program Director

Cindy Gruner
Program Specialist

Sherilyn Jackson
Program Specialist

Sharon Pierce
Program Specialist

Diane Salazar
Program Specialist

Home Economics Curriculum Center Staff:

Marilyn Wragg
Director

Lynn Perrin
Associate Director

Debbie Mumme, PhD
Curriculum Project Coordinator

Tracy Barnes
Information Specialist II/Editor

Becky Martinez
Editorial Assistant

Primary Writers:

Wendy McCuiston
Home Economics Teacher
Jefferson High School
El Paso, Texas

Mary Mathieson
Home Economics Teacher
Cooper High School
Abilene, Texas

Sarah Stevens
Home Economics Teacher
Lufkin High School
Lufkin, Texas

Advisory and Review Committee:

Dana Allamon
Home Economics Teacher
Hutto High School
Hutto, Texas

Judy Beloat
Career and Technology Coordinator
East Central ISD
San Antonio, Texas

Shirley Dickey
Home Economics Teacher
Kimball High School
Dallas, Texas

Debbie McDonald
Home Economics Teacher
Caprock High School
Amarillo, Texas

Sandra Robinson
Home Economics Teacher
Madison High School
Houston, Texas

Maria Imelda Saenz
Home Economics Teacher
Memorial High School
McAllen, Texas

Doris Schwausch
Home Economics Teacher
Pflugerville High School
Pflugerville, Texas

Dorothy Vacek
Home Economics Teacher
Corsicana High School
Corsicana, Texas

Nina Wright
Home Economics Teacher
Bryan High School
Bryan, Texas

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Contents

Information and Guidelines

Overview of Home Economics Career Preparation A-3
Terms Related to Home Economics Career Preparation A-8
Getting Started A-14
Career Concentrations A-15
Facilities A-25
Overviews of Policies and Standards A-26
Funding A-30
Wage and Labor Information A-31
Transportation A-36
Insurance A-37
Teacher Certification A-38
Supplemental Information from TEA A-40

Management

Roles and Responsibilities

Teacher-Coordinator Responsibilities B-3
Student Responsibilities B-4
Parent/Guardian Responsibilities B-5
Training Sponsor Responsibilities B-6
Training Sponsor Orientation and Rapport B-7

Student Recruitment, Enrollment, Attendance, and Transition

Student Recruitment B-8
Student Enrollment B-10
Student Attendance B-11
Student Transition B-12

Training Stations

Training Stations B-14
Placement of Students in a Training Station B-16
Checklist for Student Placement B-18
Training Station Visits B-19

Documentation

Filing System B-22
Training Plan Agreements B-24
Evaluation of Student Training B-28
Follow-up, Reporting, and Record Retention B-29

Public Relations

Publicizing Home Economics Career Preparation B-32
Sample Newspaper Articles B-36
Sample Public Relations Planning Chart B-37

Student Leadership Organization

Introduction to FHA/HERO B-38
Organizing the Local Chapter B-40
FHA/HERO Chapter Start-up Checklist B-44

Integrating FHA/HERO Programs into Home Economics Content Areas B-45
Management of the Organization B-47
Chapter Files and Resource Center B-48
Resources B-49
State and National Resources B-51
Advisory Committee
Suggested Guidelines for Establishing an Advisory Committee B-52
Sample Advisory Committee Invitation Letter B-54
Classroom Management
Management of Classroom Instruction B-55
Sample Course Outline — Group Instruction (First year, First semester) B-59
Sample Course Outline — Group Instruction (First year, Second semester) B-60
Coordinating Individualized Instruction B-61
(including sample outline for Child Care and Guidance, Management, and Services)
Block/Alternative Scheduling B-64
Utilizing Educational Technology in Home Economics Career Preparation B-67
End-of-Year Activities/Future Planning
End-of-Year Activities/Future Planning B-68
Evaluating the Home Economics Career Preparation B-70
Student's Evaluation of Personal Achievement through Home Economics Career Preparation B-72

Sample Tools

Classroom Management
Policies and Procedures for Career Preparation Students (Paid Work-based Training) C-3
Policies and Procedures for Career Preparation Students (Unpaid Work-based Training) C-7
Student Application for Enrollment in Home Economics Career Preparation C-10
Student Application for Enrollment in HECP: Training Preference Information C-15
Class Procedures C-17
Work-based Training Report Forms
Weekly Training Report C-19
Yearly Wage and Hour Report (First Semester and Second Semester) C-20
Yearly Report of Work-based Training Hours (First Semester and Second Semester) C-22
Work-based Training Coordination
Training Plan Agreement: Paid Work-based Instruction C-24
Training Plan Agreement: Unpaid Work-based Instruction C-26
Excerpt from the Training Plan Master for Child Care and Guidance, Management, and Services C-28
Procedure for Changing Training Stations C-29
Training Station Do's C-30
Training Station Don'ts C-31
Training Station Survey C-32
Student Record of Training Sponsor Contacts C-43
HECP Recap of Work-based Training Coordination C-44

Sample Evaluations
Training Sponsor Evaluation of Student Trainee C-45
Classroom Performance Evaluation C-46
Sample Competency Evaluation (Child Care and Guidance, Management, and Services) C-47
Student Portfolio and Profile Information
Home Economics Career Preparation Portfolio C-48
Student Data Sheet C-49
Sample Correspondence
Parent Meeting Invitation C-51
Sample Letter to Students Accepted in Home Economics Career Preparation C-52
Sample Letter to be Sent to Training Sponsor Immediately After Student Placement C-53
Sample Letter to Prospective Training Sponsors (when starting a new program) C-54
Sample Letter to Parents/Guardians (at start of school year) C-55
Sample Certificates, Brochures, and Business Cards
Trainee Achievement Award C-56
Home Economics Career Preparation Student of the Month/Year C-57
Home Economics Career Preparation Student of the Month C-58
Home Economics Career Preparation Training Sponsor of the Year Nomination Form C-59
Certificate of Completion C-60
Certificate of Appreciation C-61
Sample Promotional Flyer C-62
Sample Business Cards C-63

Information and Guidelines

Note: Content of this section contains policies, standards, and information accurate at the time of printing. Individuals must assume responsibility for remaining current as policies change.

Overview of Home Economics Career Preparation

Home Economics Career Preparation (HECP) is the teacher and student assignment designation covering a broad range of home economics occupationally specific training options. There is latitude for Home Economics Career Preparation to embody quite varied characteristics from school to school or from one situation to the next on the same campus. While schools have many options as to how HECP will be structured, there are certain constants. Specifically, the following components will be included:

- General Related Instruction — Sometimes referred to as general employability skill training. It is the portion of the classroom instruction component of Home Economics Career Preparation that provides the student with individual or group instruction related to knowledge and skills necessary for securing, terminating, managing, and advancing in employment in a chosen occupational area.

- Specific Related Instruction — Sometimes called individualized instruction. It is the portion of the classroom instruction component of Home Economics Career Preparation that provides the student with closely supervised instruction directly related to the student's work-based instruction and chosen occupational training area.

- Work-based Instruction — In addition to classroom instruction, occupationally specific instruction and training, either paid or unpaid, provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and also agreed upon by the student and a parent or guardian guide the coordinated classroom instruction and work-based occupational instruction. The work-based instruction component can be provided through cooperative education, internships, or apprenticeships; mentorships and job shadowing can be utilized for supplemental training experiences.

Variables that are involved in various approaches to Home Economics Career Preparation center around four questions:

1. What instructional arrangement(s) will be utilized for providing the work-based instruction?
2. What home economics training area coincides with each student's career objective?
3. Will the students in each class be pursuing career preparation in the same training area (homogeneous grouping) or various training areas (heterogeneous grouping)?
4. Will first-year and second-year students be scheduled into separate classes or served jointly?

Instructional Arrangements

Local circumstances and preferences will influence the selection of the most suitable instructional arrangement for providing the work-based instruction component for Home Economics Career Preparation. The following instructional delivery arrangements may be utilized:

Apprenticeship — An education and training program registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and that meets all terms and conditions related to the qualifications, recruitment, selection, employment, and training of apprentices.

Cooperative Education — A work-based instructional arrangement in career and technology education for individuals who, through written cooperative agreements (training plans) between the school and the employer (training sponsor), receive instruction by alternation of study in school with on-the-job training in an approved occupational area for paid employment. Cooperative education builds upon the academic and occupational competencies previously developed through a student's general education courses and other components of a coherent sequence of courses in career and technology education. The daily (or equivalent) classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student's education and employability skills.

Internship — A work-based instructional arrangement in career and technology education for individuals who, through written cooperative training agreements between the school and the training sponsor, receive training without pay in an approved occupational area. The teacher-coordinator provides classroom instruction coordinated with student training experiences at a business/industry site to develop the essential knowledge and skills for the chosen occupational training area.

Job Shadowing — A work-based instructional arrangement in career and technology education where a student is provided the opportunity to accompany a mentor to observe the processes and practices involved in a job assignment. Job shadowing is an unpaid training opportunity, may include limited hands-on training for the student, and can be utilized to supplement training provided through other instructional delivery arrangements.

Mentorship — A work-based instructional arrangement in career and technology education where a student is provided the opportunity to interview or otherwise obtain specific career preparation information from a mentor in business/industry. Mentorships provide students an unpaid training opportunity and can be utilized to supplement other occupationally specific instruction provided through other instructional delivery arrangements.

Either cooperative education, an internship, or an apprenticeship will provide the primary vehicle for delivering the work-based instruction. However, in addition to instruction through these means, supplemental training experiences may be provided by utilizing job shadowing and/or

mentorships. The availability of quality occupational training sites within the local business/industry community and their willingness to partner with the school in the development of a quality workforce will largely dictate instructional arrangement decisions.

Since tech prep is often misconceived as an instructional arrangement, it is important that clarification be given. Tech-prep education is a process for delivering preparatory and training programs, services, and activities in secondary, postsecondary, and institutions of higher education which: (a) leads to an associate degree or two-year certificate with advanced technical skills; (b) provides technical preparation in at least one field of engineering technology, home economics, applied science, agriculture, health, business, or mechanical, industrial, or practical arts or trades; (c) builds student competence in mathematics, science, and communications; and (d) leads to placement in employment. The tech-prep process may utilize work-based instructional arrangements or school-based instructional arrangements. Tech-prep agreements typically include provisions that students who satisfy achievement requirements in specified secondary courses are eligible to waive but receive credit for certain courses at the postsecondary level. Such a provision for articulated credit can also be arranged outside of the tech-prep process through less comprehensive articulation agreements between the secondary and postsecondary schools. Home Economics Career Preparation may be a part of the tech-prep process or other articulation plans.

Occupationally Specific Home Economics Training Areas

Home economics training areas approved by the State Board of Education (SBOE) in conjunction with the Texas Essential Knowledge and Skills (TEKS) include the following:

- Services for Older Adults
- Child Care and Guidance, Management, and Services
- Food Production, Management, and Services
- Hospitality Services
- Institutional Maintenance Management and Services
- Textile and Apparel Production, Management, and Services
- Housing, Furnishings, and Equipment Production, Management, and Services
- Home Economics Production, Management, and Services

With the exception of Home Economics Production, Management, and Services, the SBOE adopted essential knowledge and skills for each of the named training areas; the TEKS promote an "all aspects of the industry" approach to preparing students for the career option. To allow for local customization of training to accommodate unique local business/industry workforce needs as well as new and emerging occupations within home economics, provisions were made for Home Economics Production, Management, and Services to be comprised of TEKS pulled from two or more home economics SBOE-approved training area courses. An additional option for customizing instruction within home economics to accommodate local workforce needs and/or new and emerging occupations is through local development and submission of an innovative course application for TEA approval.

Relative to the occupational training areas, local districts must decide which training area(s) coincide with local workforce development needs, opportunities for providing work-based training experiences, and student needs. Further, if student interest and training opportunities will allow, schools may choose to schedule entire sections of HECP composed of students to be trained in the same occupational training area. This is especially likely to be the case if the primary instructional arrangement is to be an internship or apprenticeship. However, if need, opportunity, or interest precludes an entire section of students training in the same occupational area, students training in a range of home economics training areas may be served in the same section of HECP classroom instruction; cooperative education accommodates this circumstance best. In either case, classroom activities must be individualized to coordinate with each student's respective work-based training experiences - at different points in training rotations in the same or different training areas.

First-Year and Second-Year HECP

The TEKS adopted for the occupationally specific home economics courses of study include provisions for students to enroll for training for up to two years. School personnel must decide how the essential knowledge and skills will be addressed:

- Will first-year students who are enrolled as juniors study all TEKS at an initial level their first year to again study their second year at a more advanced, in-depth level?
- Will first-year students who are enrolled as juniors study certain TEKS identified for their training area in-depth during their first year and study the remaining TEKS in-depth during their second year?
- Will the course of study for first-year students enrolled as juniors be a combination of the above approaches?
- How will the course of study be planned for seniors enrolled as first-year students?

Decisions to these questions will be influenced by the training sponsor and the nature of the student's work-based training experiences. Instructional delivery arrangement, class schedules with homogeneous versus heterogeneous training area groupings, and class schedules with separation or mixtures of first-year and second-year students will influence the effectiveness and feasibility of the various curriculum sequencing options.

Diversified Career Preparation

Diversified Career Preparation (DCP) is a teacher and student assignment designation for instruction which develops essential knowledge and skills through a combination of school-based technical instruction and work-based instruction (paid or unpaid) in career and technology education occupationally specific training areas. Although specialized approaches to providing work-based career preparation (i.e., Home Economics Career Preparation, Marketing Education Career Preparation, Business Education Career Preparation, etc.) can best capitalize on the training and experience of the teacher's certification area, youth leadership organization opportunities, and concentration of students in occupational training of a single discipline, Diversified Career

Preparation is an option for schools whose circumstances (i.e., small schools, magnet schools, low enrollments, etc.) do not accommodate specialized programs. Schools wishing to offer Diversified Career Preparation should develop and submit an innovative course request for approval by the Texas Education Agency.

Schools approved to offer Diversified Career Preparation can be guided in large part by the materials contained in this document, which has been tailored for Home Economics Career Preparation. Major distinctions will be instances in which HECP is designed for approved home economics training areas, occupational home economics certification, and the Future Homemakers of America vocational student organization; DCP may utilize training areas approved for any career and technology education content area, may be taught by a teacher certified to teach career preparation in any of those content areas, and utilizes the vocational student organization for the discipline that is consistent with the teacher's certification.

Terms Related to Home Economics Career Preparation

Terms and Acronyms

Advisory Committee — A group of local citizens representing parents, business/industry, and education who advise and support the teacher-coordinator and school administration on the operation of Home Economics Career Preparation; students may be included or serve as resources.

All Aspects of the Industry — Approach to providing occupational training that focuses on the total industry, rather than a narrowly defined or single job. Opportunities are provided for gaining understanding and experiences in planning, management, finances, technical and production skills, labor and community issues, and health, safety, and environmental issues within said industry. Also addressed are academic and problem-solving skills, career development and employability, technological change, and economic development associated with the industry.

Apprenticeship — An education and training program registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and that meets all terms and conditions related to the qualifications, recruitment, selection, employment, and training of apprentices.

Articulation Agreement — A plan developed cooperatively between a school district and a postsecondary institution. The plan ensures the coordination of secondary and postsecondary occupational training to eliminate unnecessary duplication of coursework and to streamline the educational process. The articulation plan may include provisions for students who have completed specified requirements at the secondary level to qualify for the award of agreed upon credit hours when continuing their occupational preparation at the postsecondary institution.

Career and Technology Education — Terminology used at the Texas Education Agency (TEA) and in Texas public schools referring to organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs include competency-based, applied learning that contributes to an individual's general knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupationally specific skills necessary for economic independence as a productive and contributing member of society.

Career Concentrations — Broad areas of study, encompassing many closely related occupations, based upon the nature of the work and/or the knowledge, skills, and attitudes required of the related occupations. These areas of study are flexible and overlapping in nature, allowing students to change as new knowledge and experiences are acquired. Each career concentration provides a mixture of academic courses as well as a coherent sequence of two or more career and technology

education courses, therefore providing both the academic and occupational competencies necessary for a variety of occupations in that particular area while providing students experiences in all aspects of the industry.

Child Care and Guidance, Management, and Services — Occupationally specific training area designed to develop knowledge and skills for employment in the area of child care and guidance. Content includes business management procedures, safety, sanitation, influences on child growth and development, interactions impacting children's behavior, and techniques for providing care and guidance for children. Also addressed are legal considerations; careers related to the care and education of children; technology applications; and managing multiple family, community, and wage-earner roles.

Coherent Sequence of Courses — An educational plan made up of developmentally appropriate courses preparing for a given career objective or goal. This plan includes two or more career and technology education courses and builds upon the academic core components to develop both academic and occupational competencies necessary for a selected career preparation area.

Cooperative Education — A work-based instructional arrangement in career and technology education for individuals who, through written cooperative agreements (training plans) between the school and the employer (training sponsor), receive instruction by alternation of study in school with on-the-job training in an approved occupational area for paid employment. Cooperative education builds upon the academic and occupational competencies previously developed through a student's general education courses and other components of a coherent sequence of courses in career and technology education. The daily (or equivalent) classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student's education and employability skills.

Cooperative Training Plan — A written cooperative agreement between the school and the training sponsor for each student enrolled in Home Economics Career Preparation. The training plan shall ensure that each student will receive classroom instruction coordinated with work-based instruction to develop the essential knowledge and skills identified for the chosen occupational training area. Work-based instruction may be provided through cooperative education, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Coordination of Work-Based Learning — The process by which the teacher-coordinator, in cooperation with the training sponsor, supervises each student's work-based instruction and coordinates work-based learning experiences and classroom instruction to develop the essential knowledge and skills identified for the chosen occupational training area.

Diversified Career Preparation — Teacher and student assignment designation for instruction which develops essential knowledge and skills through a combination of school-based technical instruction and work-based instruction (paid or unpaid) in any of a wide, multidisciplinary range of approved career and technology education occupationally specific training areas. Although specialized single disciplinary approaches to providing work-based career preparation (i.e., Home

Economics Career Preparation, Marketing Education Career Preparation, Business Education Career Preparation, etc.) can best capitalize on the training and experience of the teacher's certification area, youth leadership organization opportunities, and concentration of students in occupational training of a single discipline, Diversified Career Preparation is an option for schools whose circumstances (i.e., small schools, magnet schools, low enrollments, etc.) do not accommodate specialized programs. Schools wishing to offer Diversified Career Preparation should develop and submit an innovative course request for approval by the Texas Education Agency.

Food Production, Management, and Services — Occupationally specific training area designed to develop knowledge and skills for employment in the area of food production, management, and services. Instruction includes operation and management of foodservice establishments, marketing strategies, quantity food production skills, food presentation and services techniques, and technology application in the foodservice industry. Legal considerations, customer service, career options, and managing multiple family, community, and wage-earner roles are included in the content.

Home Economics Career Preparation — Teacher and student assignment designation for occupationally specific home economics instruction which develops essential knowledge and skills through a combination of school-based technical instruction and work-based instruction (paid or unpaid) in approved home economics training areas. Home economics training areas (individually described elsewhere in this section) approved by the State Board of Education in conjunction with the Texas Essential Knowledge and Skills (TEKS) include services for older adults; child care and guidance, management, and services; food production, management, and services; hospitality services; institutional maintenance management and services; textile and apparel production, management, and services; housing, furnishings, and equipment production, management, and services; and home economics production, management, and services. The work-based training component utilizes business and industry training sites and can be provided through cooperative education, internships, or apprenticeships; mentorships and job shadowing can be utilized for supplemental training experiences.

Home Economics Production, Management, and Services — Provides the opportunity to locally develop a student's course of study by selecting essential knowledge and skills from two or more SBOE-approved home economics occupationally specific courses of study. Training may be provided in the following areas: services for older adults; child care and guidance, management, and services; food production, management, and services; hospitality services; institutional maintenance management and services; textile and apparel production, management, and services; and housing, furnishings, and equipment production, management, and services.

Housing, Furnishings, and Equipment Production, Management and Services — Occupationally specific training area designed to develop knowledge and skills for employment in the area of housing, furnishings, and equipment production, management, and services. The course addresses residential and nonresidential interiors and their furnishings; elements and principles of design; technology applications; workplace expectations; safety and sanitation practices; career options in the industry; customer relationships; and managing multiple family, community, and wage-earner roles. The training specialization in production emphasizes the use of tools and equipment and

meeting consumer and industry standards in product design and construction. The management and services specialization addresses business promotion practices as well as materials, quality standards, treatments, accessories, and furnishings suitable for residential and nonresidential applications. The floral design specialization includes floral products, floral design, and floral services.

Hospitality Services — Occupationally specific training area designed to develop knowledge and skills for employment in the multifaceted hospitality services industry. Emphasized are career options in the industry; managing multiple family, community, and wage-earner roles; business procedures; laws; industry technology applications; safety; sanitation; customer relations; and other knowledge and skills for employment in lodging operations and food and beverage operations. Content includes an orientation to supportive operations such as sales and marketing, quantity food production, human resources, accounting, security, and engineering.

Institutional Maintenance Management and Services — Occupationally specific training area designed to develop knowledge and skills for employment in the area of institutional maintenance management and services. The course addresses institutional maintenance management, safety, sanitation, institutional maintenance procedures, career options, and managing multiple family, community, and wage-earner roles. Other topics include business procedures and finances, laws, client relationships, materials storage and use, environmental issues, and technology applications.

Instructional Codes — Eight-digit codes for use in identifying each student's occupationally specific training area. Instructional codes (which coincide with PEIMS codes) are used on cooperative training plans, student data reporting, and other records reflecting student work-based training area.

Instructional Objective — Another way to reference the name of the student's occupationally specific work-based training area. Used in preparing cooperative training plan agreements.

Internship — A work-based instructional arrangement in career and technology education for individuals who, through written cooperative training agreements between the school and the training sponsor, receive training without pay in an approved occupational area. The teacher-coordinator provides classroom instruction coordinated with student training experiences at a business/industry site to develop the essential knowledge and skills for the chosen occupational training area.

Job Shadowing — A work-based instructional arrangement in career and technology education where a student is provided the opportunity to accompany a mentor to observe the processes and practices involved in a job assignment. Job shadowing is an unpaid training opportunity, may include limited hands-on training for the student, and can be utilized to supplement training provided through other instructional delivery arrangements.

Mentorship — A work-based instructional arrangement in career and technology education where a student is provided the opportunity to interview or otherwise obtain specific career preparation

information from a mentor in business/industry. Mentorships provide students an unpaid training opportunity and can be utilized to supplement other occupationally specific training provided through other instructional delivery arrangements.

Occupationally Specific Course — Course designed to develop student knowledge and skills necessary for employment or additional training in a specific occupational area.

General Related Instruction — Sometimes referred to as general employability skill training. It is the portion of the classroom instruction component of Home Economics Career Preparation that provides the student with individual or group instruction related to knowledge and skills necessary for securing, terminating, managing, and advancing in employment in a chosen occupational area.

Services for Older Adults — Occupationally specific training area designed to develop knowledge and skills for employment in the area of services for older adults. Topics addressed include the aging process; laws, legal issues, and communication techniques; dietary needs; and meeting physical, emotional, intellectual, and social needs. Other topics include career opportunities; ethical practices; managing multiple family, community, and wage-earner roles; and other current information needed by those employed in the field.

Specific Related Instruction — Sometimes called individualized instruction. It is the portion of the classroom instruction component of Home Economics Career Preparation that provides the student with closely supervised instruction directly related to the student's work-based instruction and chosen occupational training area.

Student Learner Permit — U.S. Department of Labor permit which allows training sponsors of students enrolled in qualifying work-based training and education programs to pay student wages for a nine-month period at 75 percent of the minimum wage.

Teacher-Coordinator — Teacher who directs classroom instruction and coordinates work-based training experiences of students in Home Economics Career Preparation.

Tech Prep — Tech-prep education is a process for delivering preparatory and training programs, services, and activities in secondary, postsecondary, and institutions of higher education which: (a) leads to an associate degree or two-year certificate with advanced technical skills; (b) provides technical preparation in at least one field of engineering technology, home economics, applied science, agriculture, health, business, or mechanical, industrial, or practical arts or trades; (c) builds student competence in mathematics, science, and communications; and (d) leads to placement in employment.

Textile and Apparel Production, Management, and Services — Occupationally specific training area designed to develop knowledge and skills for employment in the textiles and apparel industries. Content topics include textile and apparel manufacturing systems, fibers, fabrics, laws, technology applications, career options, and managing multiple family, community, and wage-earner roles. The training specialization in production addresses apparel production from design

concept to finished product, including the production of products. The management and services specialization addresses the apparel production process, coordination of clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards.

Training Sponsor — The person serving as the student's supervisor at the work-based training site. The training sponsor confers regularly with the teacher-coordinator to plan, conduct, and evaluate student training experiences in order to develop the knowledge and skills required in the student's chosen occupational training area.

Training Station — The business/industry site where the student is placed for work-based instruction. The student is provided occupationally specific training experiences in accordance with the cooperative training plan agreement, under the guidance and supervision of a qualified training sponsor, and under the coordination and supervision of the teacher-coordinator.

Work-based Instruction — In addition to classroom instruction, occupationally specific instruction and training, either paid or unpaid, provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and also agreed upon by the student and a parent or guardian guide the coordinated classroom instruction and work-based occupational instruction.

Acronyms related to Home Economics Career Preparation

DCP — Diversified Career Preparation

FHA/HERO — Future Homemakers of America / Home Economics Related Occupations

HECP — Home Economics Career Preparation

SBOE — State Board of Education

TEA — Texas Education Agency

TEKS — Texas Essential Knowledge and Skills

TJTC — Targeted Job Tax Credit

Things to consider:

- Hold preliminary discussions with campus administrators.
- Develop a plan/proposal.
- Review district timelines.
- Build relationship with industry partners.
- Secure campus administrative support.
- Identify and follow local procedures.
- Seek district administrative approval for course offering.
- Assemble advisory committee. (See "Suggested Guidelines for Establishing an Advisory Committee," page B-52.)
- Make curriculum decisions.
- Recruit students.
- Participate in staff development and training opportunities.
- Develop appropriate forms according to district policies and guidelines.
- Develop program evaluation tools.
- Build a resource library.

- Contact TEA for appropriate assistance.
- Investigate industry partner/training site options.
- Identify appropriate number of training stations.
- Prepare a timeline, allowing ample time for deadlines, recruitment publications, and pre-registration.
- Investigate funding options.
- Explore community college and university partnership/articulation options.
- Interview/observe an experienced educator to obtain guidance for a quality program.

- Discuss issues such as the following:
  - vision
  - curriculum
  - personnel
  - marketing
  - funding (revenue, expenses for instructional resources and equipment as well as teacher travel, including reimbursement for mileage and parking fees at training sites, etc.)
  - transportation/district risk management policies
  - district insurance policies
  - safety and accessibility factors for both students and the teacher (for teacher — pager, cellular phone)

- Be aware of costs involved in developing a quality program. Industry partners and district administrators will make judgements based on perceived program quality.
- Sell program to the following:
  - Career and Technology Education Director
  - Career Counselors
  - School Academic Counselors
  - Students and Parents
- Gather materials to help market the program:
  - brochure describing the program
  - business card for teacher
- Plan a special event to promote the program.
- Solicit sponsors (industry, others) to help with expenses for promotional material and special events.
- Provide tours of training site facilities.
- Provide one-on-one counseling for students.

Career Concentrations

Career concentrations are broad areas of study, encompassing many closely related occupations, based upon the nature of the work and/or the knowledge, skills, and attitudes required of the related occupations. These areas of study are flexible and overlapping in nature, allowing students to change as new knowledge and experiences are acquired. Each career concentration provides a mixture of academic courses as well as a coherent sequence of two or more career and technology education courses which provide both the academic and occupational competencies necessary for a variety of occupations in that particular area while providing students experiences in all aspects of the industry.

Those career concentrations for which schools provide occupational preparation is usually based upon student interests, availability of quality work-based training opportunities at business/ industry sites, and present and anticipated local workforce needs. A "career concentrations" approach to occupational preparation has earned support of students, parents, educators, and the business community due to proven benefits. Some of the more commonly claimed advantages include:

- Knowledge of occupational opportunities within a career concentration guides selection of secondary courses (general education as well as career and technology education) that will be most applicable and supportive of a student's career pursuits.

- Exploring the broad group of closely related occupations helps students identify, within an occupational area for which they have established some interest and aptitude, an occupational career ladder; this can be helpful as decisions are made about immediate and future occupational preparation as well as decisions about feasible occupational pursuits with various levels of education and experience.

- Organizing education and training experiences around a broad range of occupations for which there would be transferability of application maximizes the benefits of the training investment of students, schools, and businesses:
  - students gain both competence and options due to the development of knowledge and skills applicable to multiple occupations in which there is evidence of interest;
  - schools provide education and training for more occupations with a concise group of courses and efficient use of facility and personnel resources;
  - businesses benefit from future employees being more highly qualified for a range of occupational assignments rather than a single, narrow job.

Knowledge of a student's occupational interests and aptitudes as well as applicable career concentrations can be a great benefit as students and parents work together in planning high school course selection. Regardless of a student's ultimate career aspiration, the public schools have a broad range of courses which will develop an excellent preparation foundation of knowledge and skills. Career and technology education courses, both technical or occupationally specific in nature, can make extremely relevant and valuable contributions to a high school experience.

The gain from courses taken can be maximized by careful selection and sequencing; this premise is the basis for a planning concept referred to as "coherent sequencing of courses." A coherent sequence of courses is an educational plan made up of developmentally appropriate courses preparing for a given career objective or goal. This plan includes two or more career and technology education courses and builds upon the academic core components to build both academic and occupational competencies necessary for a selected career preparation area.

Home economics education certainly should be considered to play a significant role in providing courses supportive of many varied career concentrations. For the purpose of this document, the career concentrations which correlate with the approved home economics occupationally specific training areas are shown on pages A-18 – 24. These resources should be helpful in the process of planning a district's approach(es) to Home Economics Career Preparation. The information contained is also helpful to students and parents as a basis of planning for the student's occupational preparation (through public schools and further education). The "Career Concentrations: Planning Considerations" resource on page A-17 displays available home economics courses and roles that the courses can play in a student's preparation for the respective home economics career concentrations. The Planning Considerations tool should be helpful in determining the selection and sequence of home economics courses suggested for inclusion in coherent sequences of courses for the respective career concentrations. While the Planning Considerations tool shows home economics courses only, local educators should be reminded that courses from other career and technology content areas can also make very valuable contributions to a coherent sequence of courses for a home economics career concentration.

Finally, while career concentrations and coherent sequencing of courses can greatly facilitate career planning and preparation, neither should be considered an inflexible mold. Redirection should always be seen as an option if student career goals change.

HOME ECONOMICS EDUCATION
Career Concentrations: Planning Considerations*

	Family Studies and Human Services	Child Development, Education, and Services	Nutrition and Wellness, Food Science and Technology	Hospitality	Consumer and Resource Management	Textiles and Apparel	Environmental Design
Comprehensive Foundation	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)	Skills for Living (7 - 8) *** Personal and Family Development (9 - 12) Career Studies (10 - 12) *** Family and Career Management (11 - 12) Home Economics Summer Program (9 - 12)
Technical	*** Individual and Family Life (10 - 12) ***Preparation for Parenting (10 - 12) Nutrition and Food Science (10 - 12) Family Health Needs (10 - 12) Child Development (10 - 12)	*** Preparation for Parenting (10 - 12) Child Development (10 - 12) Nutrition and Food Science (10 - 12) *** Individual and Family Life (10 - 12) ** Elementary School Teacher Assistant (11-12)	Nutrition and Food Science (10 - 12) Food Science and Technology (10 - 12) Family Health Needs (10 - 12) *** Individual and Family Life (10 - 12) *** Preparation for Parenting (10 - 12) *** Management (10 - 12)	Nutrition and Food Science (10 - 12) Food Science and Technology (10 - 12) *** Individual and Family Life (10 - 12) *** Preparation for Parenting (10 - 12) *** Management (10 - 12)	*** Management (10 - 12) Consumer and Family Economics (10 - 12) *** Individual and Family Life (10 - 12) *** Preparation for Parenting (10 - 12)	Apparel (10 - 12) Textile and Apparel Design (10 - 12) *** Individual and Family Life (10 - 12) *** Preparation for Parenting (10 - 12) *** Management (10 - 12)	Housing (10 - 12) Interior Design (10 - 12) *** Individual and Family Life (10 - 12) *** Preparation for Parenting (10 - 12) *** Management (10 - 12)
Occupationally Specific	Services for Older Adults (11 - 12) ** Intergenerational Professions (11 - 12)	Child Care and Guidance Management, and Services (11 - 12) **Early Childhood Professions (11 - 12)	Food Production, Management, and Services (11 - 12)	Food Production, Management, and Services (11 - 12) Hospitality Services (11 - 12) Institutional Maintenance Management and Services (11 - 12)		Textile and Apparel Production, Management, and Services (11 - 12) **Fashion Design (11-12)	Housing, Furnishings, and Equipment Production, Management, and Services (11 -12)
Research	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)	Independent Study in Home Economics Education (12)

Notes: Highlighted courses provide knowledge and skills critical to personal development and preparation for effectively assuming roles as family and community members.

* Courses referenced are within the Home Economics Education discipline only; local districts are encouraged to also consider appropriate courses from General Education and other Career and Technology Education content areas when planning coherent sequences of courses preparing for career concentrations.

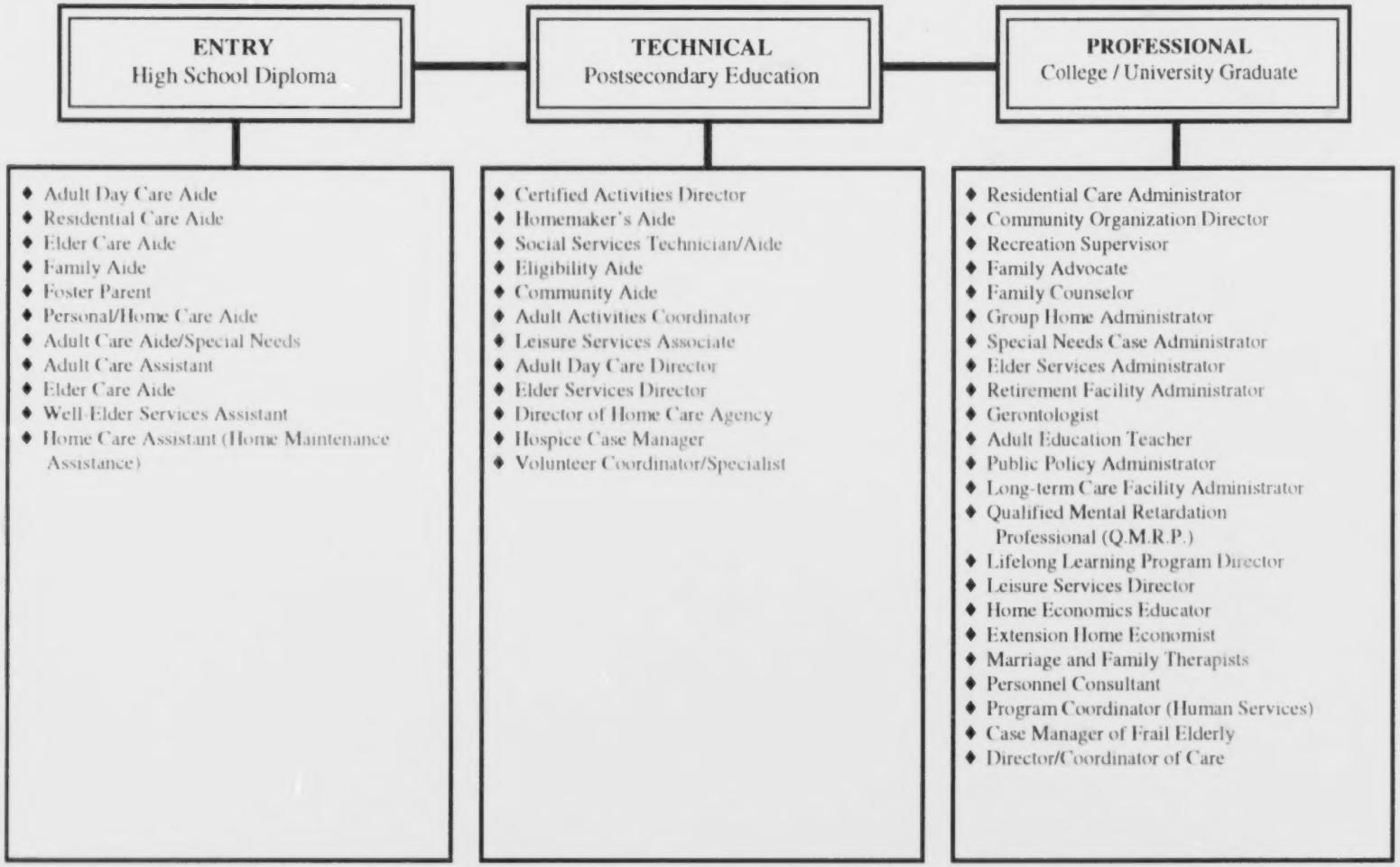
** Innovative course anticipated to be requested by districts

*** Course focuses on knowledge and skills for managing the multiple roles of family member and wage earner as emphasized in SB-1, Career and Technology Education Goals

BEST COPY AVAILABLE

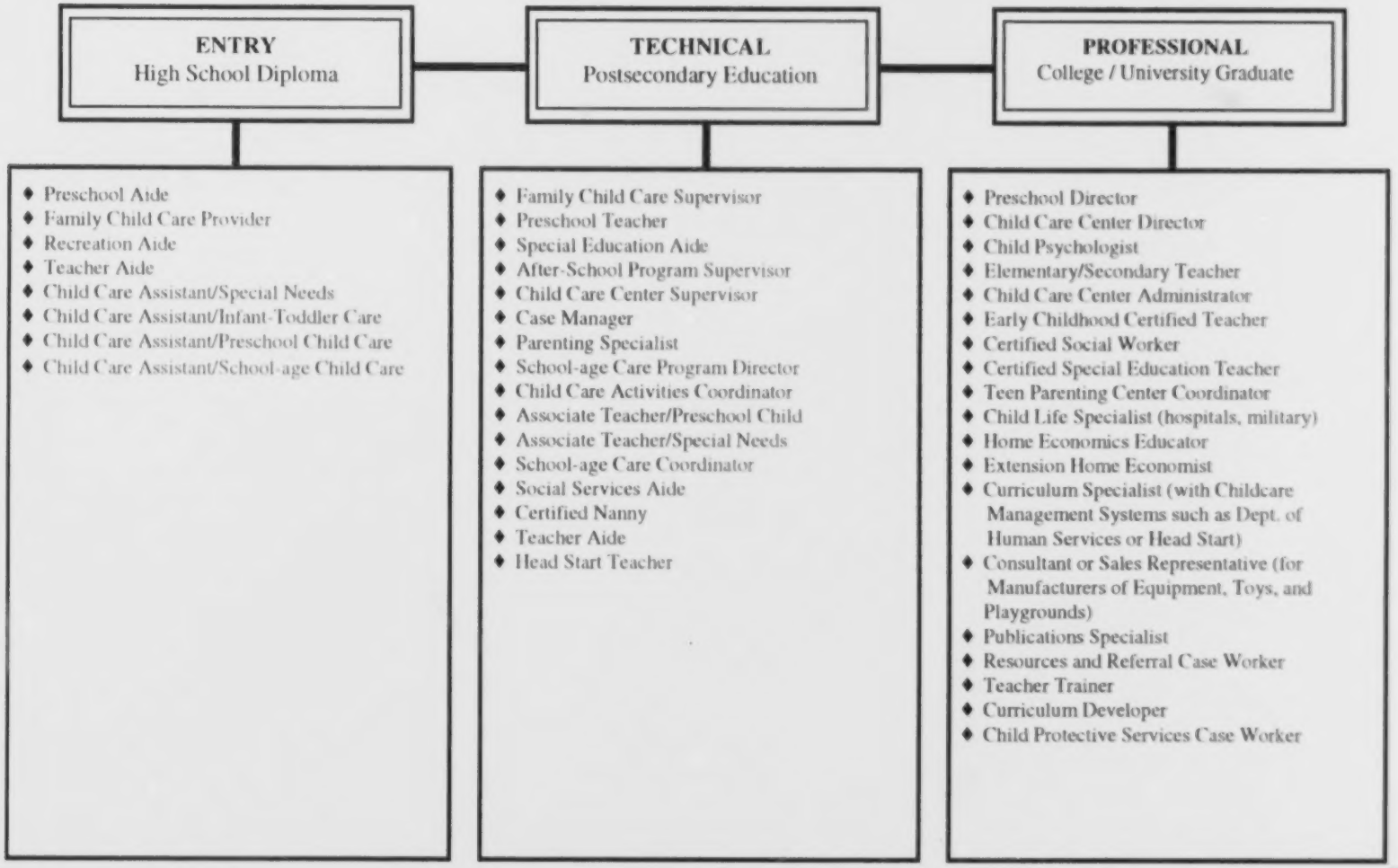
Career Concentration: Family Studies and Human Services

Examples of Home Economics Career Opportunities



Career Concentration: Child Development, Education, and Services

Examples of Home Economics Career Opportunities

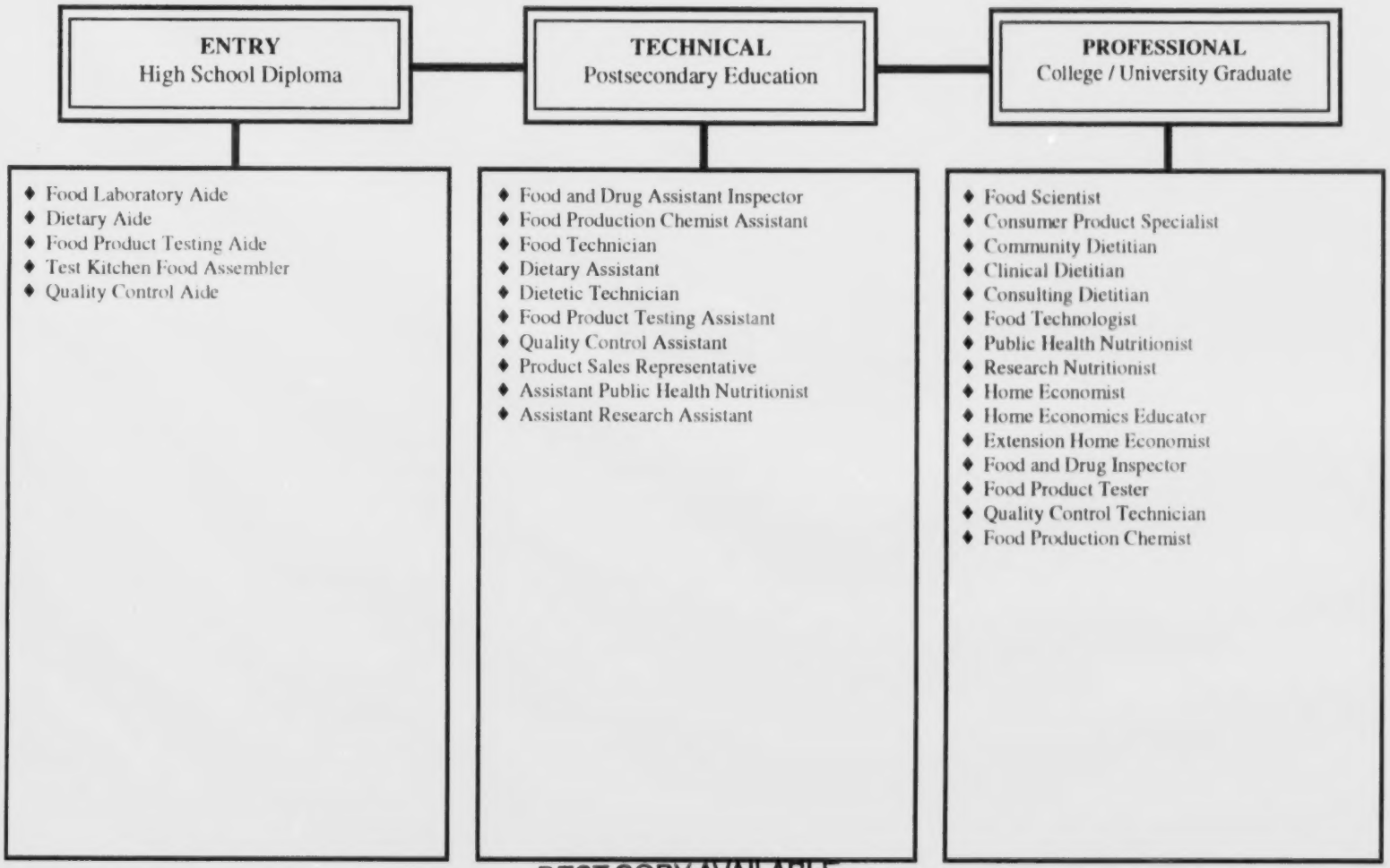

ENTRY
High School Diploma
TECHNICAL
Postsecondary Education
PROFESSIONAL
College / University Graduate
♦ Preschool Aide
♦ Family Child Care Provider
♦ Recreation Aide
♦ Teacher Aide
♦ Child Care Assistant/Special Needs
♦ Child Care Assistant/Infant-Toddler Care
♦ Child Care Assistant/Preschool Child Care
♦ Child Care Assistant/School-age Child Care
♦ Family Child Care Supervisor
♦ Preschool Teacher
♦ Special Education Aide
♦ After-School Program Supervisor
♦ Child Care Center Supervisor
♦ Case Manager
♦ Parenting Specialist
♦ School-age Care Program Director
♦ Child Care Activities Coordinator
♦ Associate Teacher/Preschool Child
♦ Associate Teacher/Special Needs
♦ School-age Care Coordinator
♦ Social Services Aide
♦ Certified Nanny
♦ Teacher Aide
♦ Head Start Teacher
♦ Preschool Director
♦ Child Care Center Director
♦ Child Psychologist
♦ Elementary/Secondary Teacher
♦ Child Care Center Administrator
♦ Early Childhood Certified Teacher
♦ Certified Social Worker
♦ Certified Special Education Teacher
♦ Teen Parenting Center Coordinator
♦ Child Life Specialist (hospitals, military)
♦ Home Economics Educator
♦ Extension Home Economist
♦ Curriculum Specialist (with Childcare Management Systems such as Dept. of Human Services or Head Start)
♦ Consultant or Sales Representative (for Manufacturers of Equipment, Toys, and Playgrounds)
♦ Publications Specialist
♦ Resources and Referral Case Worker
♦ Teacher Trainer
♦ Curriculum Developer
♦ Child Protective Services Case Worker

Home Economics Education
1997

BEST COPY AVAILABLE

Career Concentration: Nutrition and Wellness/Food Science and Technology

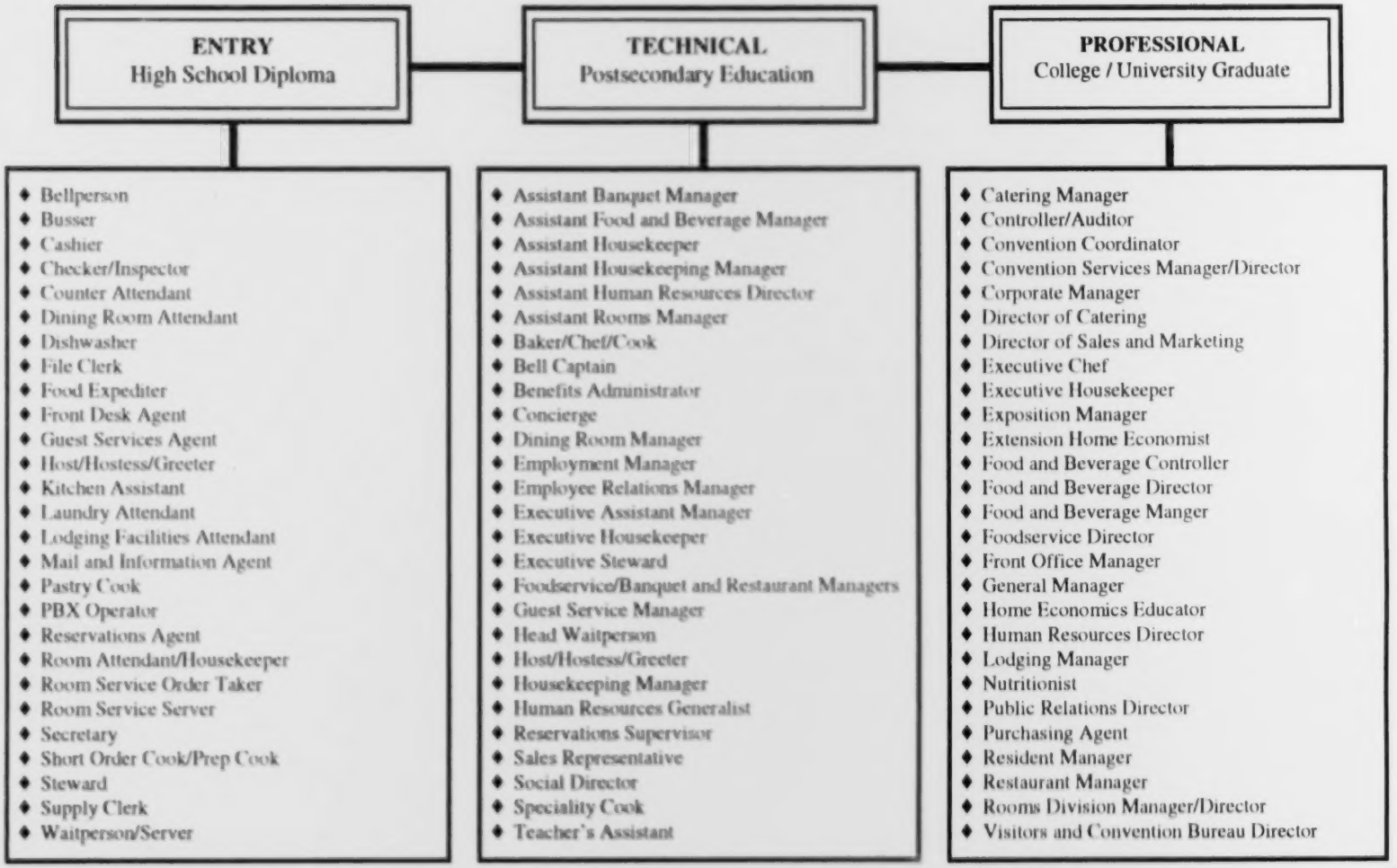
Examples of Home Economics Career Opportunities



BEST COPY AVAILABLE

Home Economics Education
1997

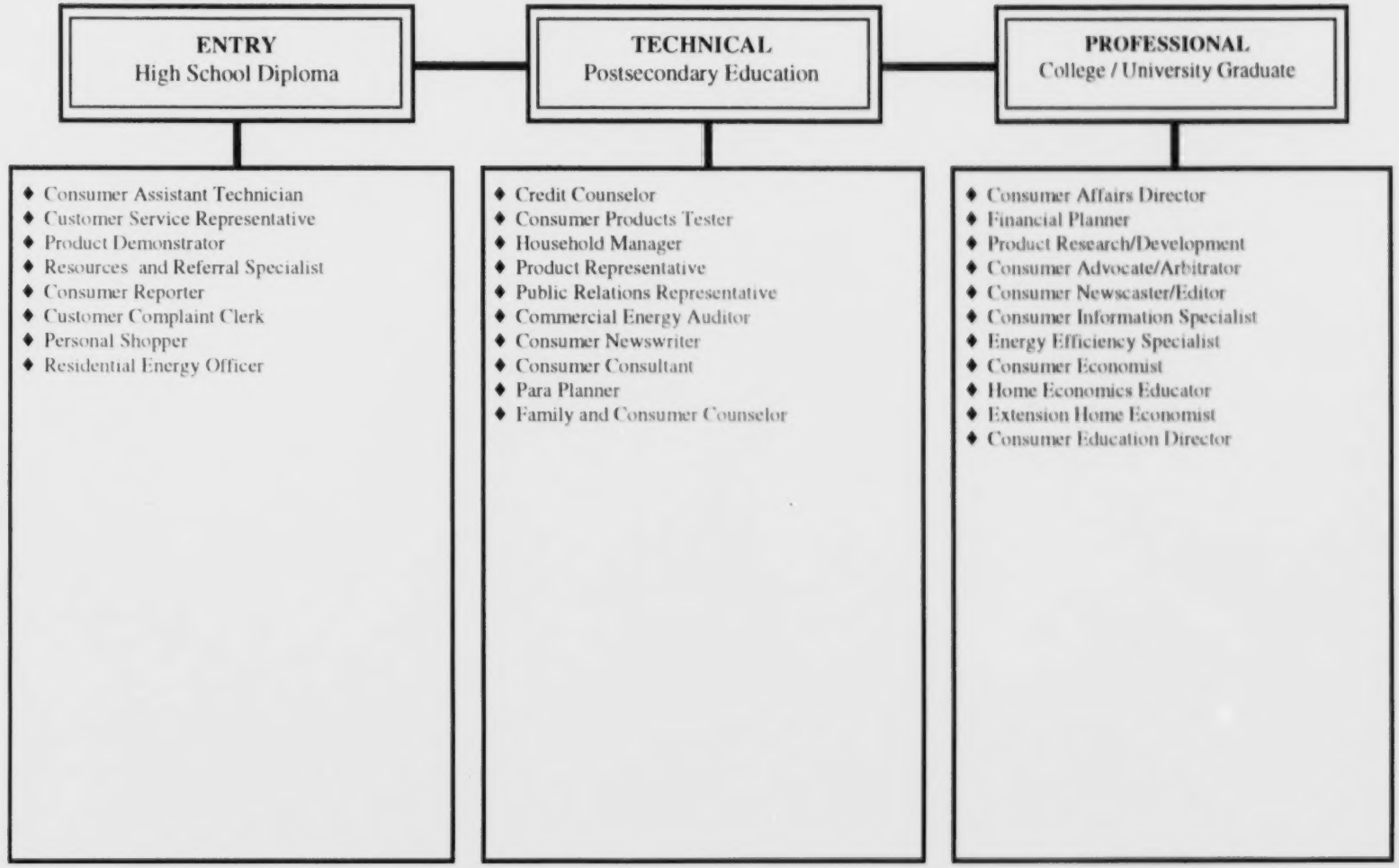
Career Concentration: Hospitality
Examples of Home Economics Career Opportunities



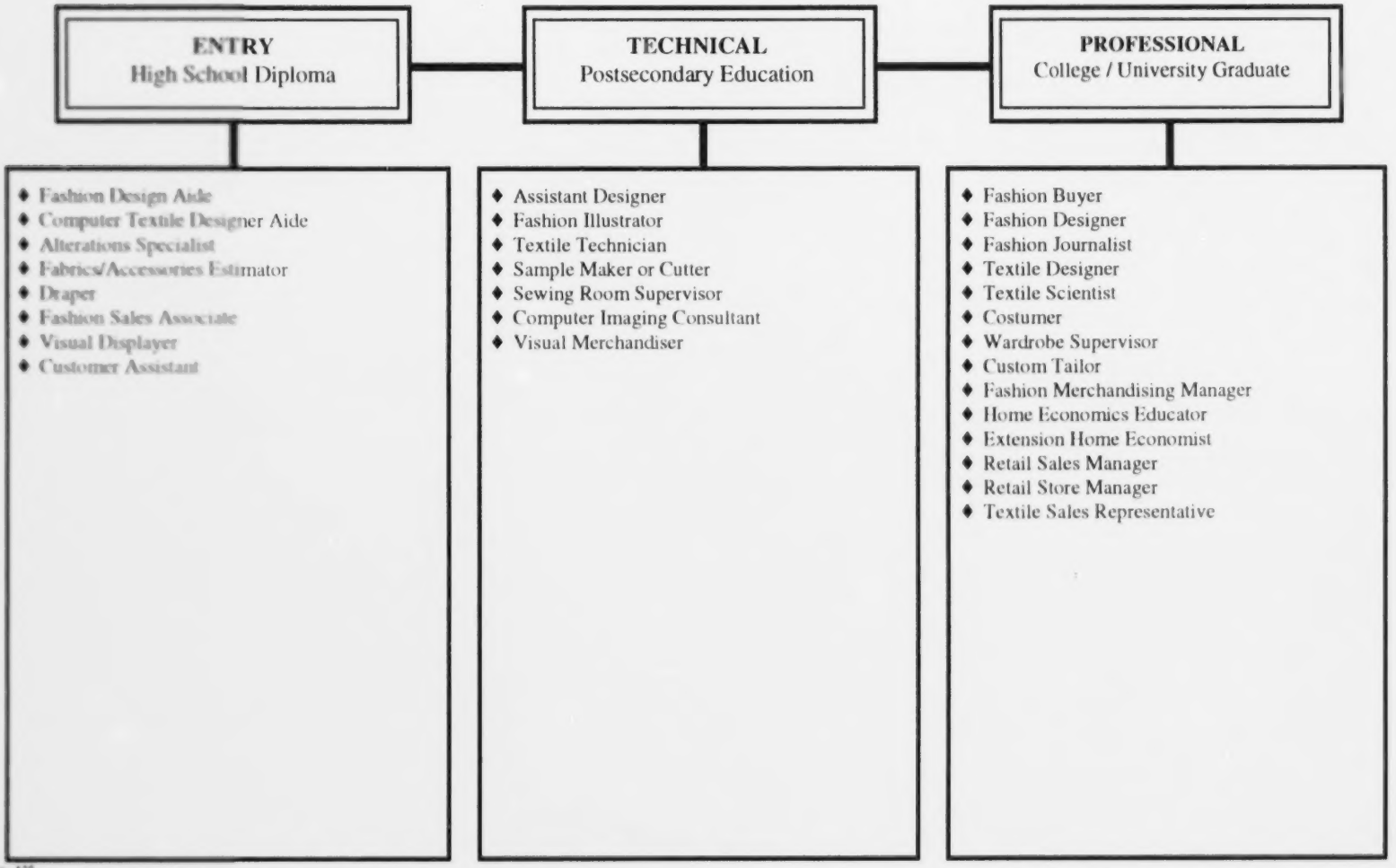
Home Economics Education
1997

Career Concentration: Consumer and Resource Management

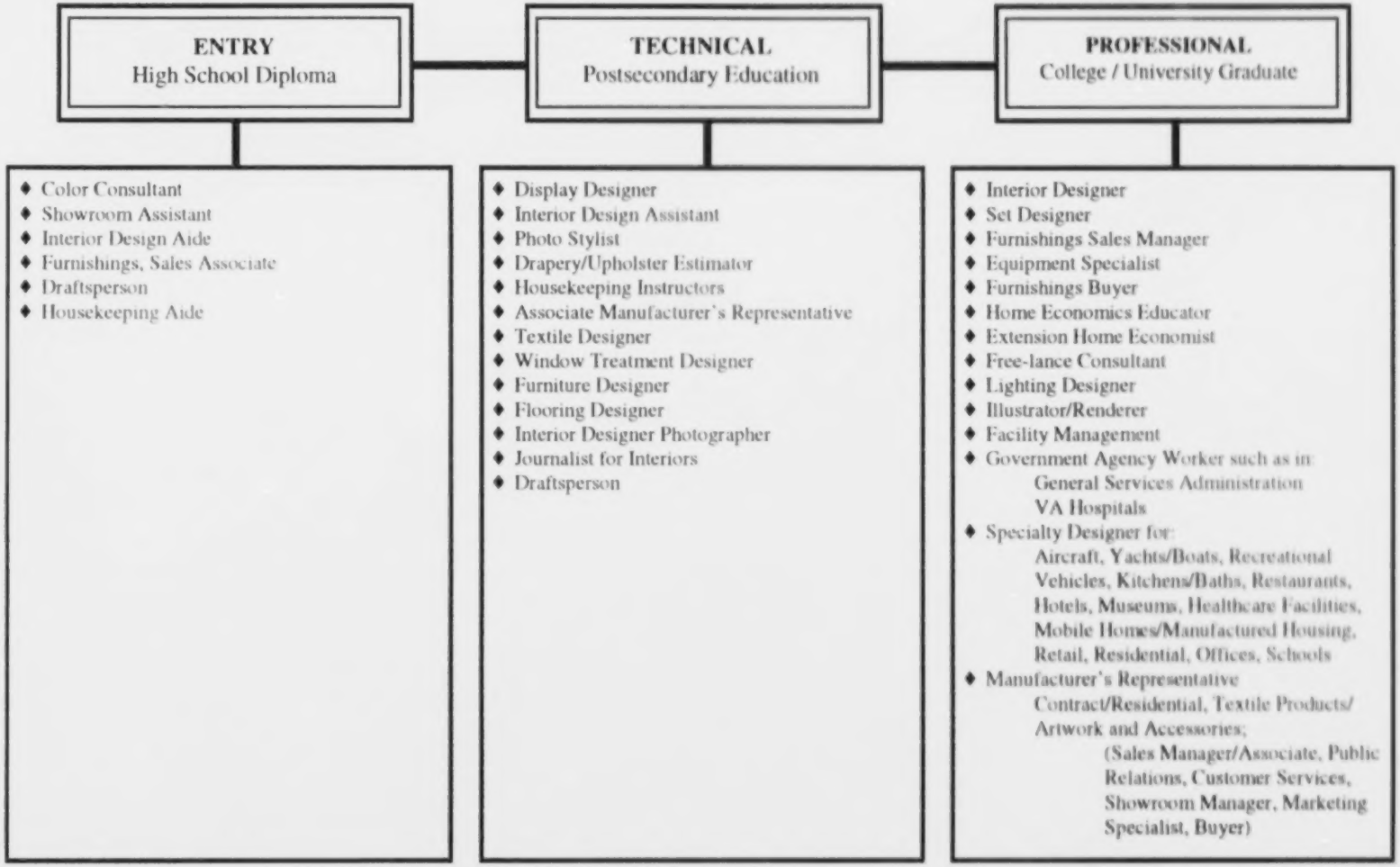
Examples of Home Economics Career Opportunities



Career Concentration: Textiles and Apparel
Examples of Home Economics Career Opportunities



Career Concentration: Environmental Design
Examples of Home Economics Career Opportunities



Home Economics Education
1997

Facilities

The local structure of Home Economics Career Preparation will influence facility needs. For instance, classrooms located on the school campus will differ from those provided for classes of interns at an industry site.

Examples of equipment and resources included in a well organized Home Economics Career Preparation classroom are as follows:

- Office in or near the classroom
  - ~ Desk
  - ~ Filing cabinets (that can be locked or in a secure place)
  - ~ Shelving for resources
  - ~ Telephone/modem

- Storage area in classroom
  - ~ Adequate lighting
  - ~ Adequate shelving
  - ~ Locks on doors

- Classroom facilities
  - ~ Chalk or marking boards
  - ~ Adequate electrical outlets
  - ~ Shelving for resources and textbooks
  - ~ Shelving for periodicals
  - ~ Cabinets
  - ~ Student work stations
  - ~ Computer tables and desks
  - ~ Printer stands or tables
  - ~ Accessibility to student files
  - ~ Access to facilities and resources that aid in the completion of work-based training objectives
  - ~ Teacher-Coordinator's classroom work station
  - ~ Rectangular or round tables for small group discussion
  - ~ Chairs

- Instructional Equipment and Resources
  - ~ Computers/ printers
  - ~ TV/ VCR
  - ~ Overhead projector
  - ~ Electronic typewriter
  - ~ A library of instructional materials, including reference books, manuals, bulletins, software, and courses of study for each occupation in which training is offered

Overview of Polices and Standards

Effective operation and management of Home Economics Career Preparation requires personnel to utilize the authority for local autonomy and control of schools while remaining in compliance with applicable federal and state laws and regulations. Further, local decision making is guided by rules and policies of the State Board of Education, State Board for Educator Certification, and Texas Education Agency. Some of the major policies which influence Home Economics Career Preparation are addressed in the following policy overview. It is a district's prerogative to set more stringent local policies than dictated by applicable state and federal regulations.

Note: This overview reflects current policies, which are subject to change.

Student Enrollment

Age — To maintain full funding eligibility, 16 is the minimum age for enrollment in a class which includes paid work-based instruction. Local districts should set minimum age requirements for students who will be involved in unpaid work-based training in light of applicable labor laws, advisability for students, and training station requirements; 16 is often used.

Grade — The recommended student grade level for occupationally specific home economics courses as adopted in the TEKS is 11-12. This recommendation facilitates prior student enrollment in comprehensive and technical courses as part of a coherent sequence of courses in which the occupationally specific course can be a rigorous application and culmination of related knowledge and skills. While State Board of Education policy allows courses to be taught at grade levels lower than adopted in the TEKS (providing the level of rigor is not lowered), consideration should be given to factors such as student maturity level, effect on training effectiveness through a coherent sequence of courses and safety and liability issues.

Prerequisites — Prerequisites for Home Economics Career Preparation are recommended, but not required. The recommended prerequisites are stated in the TEKS for the respective occupationally specific courses of study that may be taught through Home Economics Career Preparation. The recommended prerequisites include technical courses with content preparatory for maximizing the education and training opportunities available through the occupationally specific course of study.

Occupational objective — Student enrollment in Home Economics Career Preparation should take into account occupational interests, aptitudes, and goals. Occupational preparation inconsistent with these factors is inappropriate. The design of the career preparation class will dictate whether training opportunities for one or multiple occupational objectives will be made available. Home economics training areas approved by the State Board of Education in conjunction with the Texas Essential Knowledge and Skills (TEKS) are listed below:

- Services for Older Adults
- Child Care and Guidance, Management, and Services

- Food Production, Management, and Services
- Hospitality Services
- Institutional Maintenance Management and Services
- Textile and Apparel Production, Management, and Services
- Housing, Furnishings, and Equipment Production, Management, and Services
- Home Economics Production, Management, and Services

Approved occupationally specific innovative courses of study which include a work-based instruction component may also be taught through Home Economics Career Preparation.

Coherent sequence of courses — The graduation plans adopted by the State Board of Education recognize the benefits of specialization or concentration of focus in the selection of elective courses. Completion of the specified number of credits in a coherent sequence of multiple career and technology education courses qualifies as such a specialization.

First-year and second-year enrollment — Students may enroll in Home Economics Career Preparation for up to two years. The Public Education Information Management System (PEIMS) provides separate codes (number and abbreviation) for recording enrollment for year I and year II on certain PEIMS records and the student transcript. However, the number and abbreviation for the student's occupational training area are used on other reports and the training plan. While there are definite instructional advantages to homogeneous classes of first-year or second-year students, the two groups can be mixed heterogeneously in classes.

Students with disabilities — Local districts are encouraged to include students with disabilities, when appropriate, into all career and technology education courses. Accommodations as identified by the Admission, Review, and Dismissal (ARD) Committee should be made to facilitate student success. Students whose disabilities, because of severity, prevent their being appropriately served in inclusive career and technology courses, even with documented modifications, may be served in specialized, self-contained Career and Technology Education for Students with Disabilities (CTED). Course content, instruction, credit, and grade level as approved by the State Board of Education may be adjusted to accommodate the needs of students in specialized CTED per specifications of the ARD Committee.

Credit

Amount of credit — The State Board of Education approved amounts of credit as part of the TEKS adoption process; occupationally specific home economics courses were approved for 2-3 credits per year for a maximum of two years. The *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for each amount of credit.

Partial course credit — While the amount of credit the State Board of Education adopted for the occupationally specific home economics courses reflects that they were not intended as semester courses, a separate Board rule allows the local district to develop policies governing the

award of partial, proportional credit to students who successfully complete only one semester of a full year course. In the case of occupationally specific home economics courses, standard practice has been for local policies to disallow enrollment of students intending participation the first semester only (with exceptions for second-year students), to disallow enrollment of students intending participation the second semester only (with some exceptions for students also committing continued enrollment for the following year), and award of proportional credit for students for whom extenuating circumstances prevented successful completion of both semesters of the course.

Management and Instruction

TEKS as guidelines — According to state law, the TEKS approved by the State Board of Education in content areas other than Mathematics, Social Studies, Science, and English Language Arts serve as guidelines (rather than mandates) to schools. While schools have latitude for local adjustments, the extensive development, review, and adoption process served to assure that the resulting TEKS represent standards of excellence appropriate for students across the state.

Class instruction and work-based instruction — Home Economics Career Preparation includes classroom instruction coordinated with work-based instruction and training experiences.

Time requirements for funding eligibility — Based upon the amount of credit the student is to be awarded, the *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for funding eligibility. Career preparation which includes paid work-based training must provide an average of one one-hour class each day (throughout the school year) plus 10 hours of work-based instruction per week to award 2 credits or 15 hours of work-based instruction per week to award 3 credits (a minimum of 10 of the 15 hours must occur during the Monday-Friday school week). Career preparation which includes unpaid work-based training must provide a combination of class instruction and work-based instruction totaling an average of 2 hours per day to award 2 credits or 3 hours per day to award 3 credits.

Alternative class schedules — Schools have significant latitude in designing their daily class schedule. However, the *Student Attendance Accounting Handbook* provides specifications of time requirements and other policies which must be met in order to protect funding eligibility.

Training plan agreements — The *Student Attendance Accounting Handbook*, as an eligibility stipulation for contact hour funding, provides for written training agreements with the training sponsors of each student participating in work-based instruction. Training agreements for students in unpaid work-based instruction must be filed before students begin instruction at the training station. A student in paid work-based instruction may be counted for contact hours from the first day of enrollment provided a training plan agreement has been filed by the fifteenth day following enrollment. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement to the filing of the new training plan agreement. The student's chosen occupational objective from those approved for Home

Economics Career Preparation provides the basis for placement at a training station and for determining class and work-based instruction to be reflected on the training plan.

Placement timelines — For contact hour funding eligibility from the date of enrollment, the *Student Attendance Accounting Handbook* specifies that students participating in paid work-based instruction be placed and in training within 15 days of enrollment; the training plan must also be filed by that date. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement until completion of the process of placement and training plan filing for the new training station. Training station availability and the training experiences they can provide may result in unpaid training sites being used for a portion or all of the students work-based instruction. The *Student Attendance Accounting Handbook* does not specify placement timelines for unpaid work-based training providing the total instructional time requirement (stated as a per day average for the combination of classroom instruction and work-based instruction) is being met with classroom instruction.

Supervision/visitation — For contact hour funding eligibility, the *Student Attendance Accounting Handbook* stipulates that teacher-coordinators visit each student training site at least six times each school year; a minimum of one training station visit during each student grading period is required. Additional training station visitation should be completed as needed for planning, supervising, and coordinating classroom instruction and work-based training experiences.

Utilizing multiple instructional methods — State Board of Education rules provide that instruction for occupationally specific home economics courses may be delivered through a range of work-based delivery arrangements such as cooperative education (paid) or internship, mentorship, apprenticeship, and job shadowing (unpaid). While either cooperative education, internships, or apprenticeships will be utilized as primary, long-term arrangements for work-based training, job shadowing and mentorships can be utilized for short-term, supplemental/enrichment experiences consistent with the student's occupational objective. Multiple instructional methods may be utilized without funding penalty provided all applicable *Student Attendance Accounting Handbook* requirements for paid or unpaid work-based training are met (i.e. written training agreements, time requirements, placement requirements, coordination visits, classroom instruction, etc.)

Training areas — The home economics occupationally specific training areas were stated previously. Home Economics Career Preparation may be utilized to provide instruction for any one of the approved occupational training areas (homogeneous group of student trainees) or for multiple occupational training areas (heterogeneous group of student trainees). Whether a class contains students training in one or multiple occupational training areas, group and individualized class instruction is planned and coordinated to compliment each student's work-based training experiences.

Physical education substitution — State Board of Education rules specifying graduation requirements allow local districts to substitute the physical activity of 2-3 credit career and technology work-based training courses for the 1 1/2 credit physical education graduation requirement.

Funding

School district funds are generally classified as originating from local, state, or federal fund sources. Local district guidelines will determine the amount of funds available and procedures for submitting budgets and requesting funds for individual career and technology education programs.

Local source funds may be spent at the local district's discretion. State funds for career and technology education are distributed to school districts on the basis of the number of contact hours generated by eligible students enrolled in career and technology education courses during the school year. Rules for state contact hours are found in the most current edition of the *Student Attendance Accounting Handbook*. State weighted funding generated through contact hours in career and technology education must be expended according to the most current guidelines provided by Texas Education Agency. The *Instructions for Completing the Standard Application System for Career and Technology Education* provides guidelines for the expenditure of state funds for career and technology education. Generally, the state will identify a maximum percentage of the career and technology education funds generated through contact hours by a school district that may be used for administrative costs if a school district chooses that type of expenditure. Also, the state will identify a minimum percentage of the state weighted career and technology education funds generated through contact hours that must be spent in the school district on career and technology education instructional courses receiving weighted funding. Local school districts have considerable discretion on expenditure of the state weighted career and technology education funds within the bounds of the state guidelines for expenditures of those funds.

Federal funds are a third source of funding available to eligible local school districts. Texas Education Agency distributes federal funds that may be used for career and technology education programs to school districts on the basis of an allotment. The Standard Application System for Career and Technology Education, commonly referred to as the Annual Application, is the vehicle through which eligible school districts may apply for the federal funds for career and technology education. The Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392 states that federal funds shall be used to develop new and/or improve career and technology education programs for paid and unpaid employment; priority is given for financial assistance targeted to a limited number of campuses or programs that serve the highest concentrations of individuals who are members of special populations. Within the framework of the federal regulations, local school districts have some discretion in the expenditure of federal funds for career and technology education depending on campuses and programs targeted by the local school district.

The Standard Application System for Career and Technology Education (Annual Application) is sent to the school district superintendents by the Texas Education Agency in the spring of each year. Reports should be completed and filed by the date specified in the report instructions (usually July 1). Local school districts determine personnel and procedures needed for completing the report.

Wage and Labor Information

Students enrolled in Home Economics Career Preparation must be treated in accordance with all labor laws, including wage and hour requirements. Students participating in paid work-based training shall receive fair and equitable wages. The training sponsor makes the decision about beginning wages and whether the student worker should have wage increases during the training period. Most students begin training at the minimum wage. A training sponsor may choose to utilize the youth minimum wage or a student-learner permit for sub-minimum wage, if requirements can be met. Students may be involved in unpaid internships, apprenticeships, job shadowing, or mentorships if the requirements for wage exemption are met. Refer to the following general information and references.

General Labor Information

The federal Fair Labor Standards Act (FLSA) is a law which governs wage and hour practices including minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the business/industry and government settings. The federal Fair Labor Standards Act (FLSA) is administered through the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor. The law defines the size and nature of business operations covered by its provisions. For simplicity, assurance, and the promotion of consistent standards, many schools set the FLSA provisions as expectations for all training stations. A variety of provisions in the law are applicable to students enrolled in occupationally specific career and technology education classes with a work-based instruction component, including those for home economics. The Fair Labor Standards Act provides the following definitions that are applicable to occupationally specific training:

"A **student-learner** is a student who is at least sixteen years of age, or at least eighteen years of age if employed in an occupation which the Secretary has declared to be particularly hazardous, who is receiving instruction in an accredited school, college, or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program." (*62 FedReg 64961*)

"An **apprentice** is a worker, at least sixteen years of age unless a higher minimum age standard is otherwise fixed by law, who is employed to learn a skilled trade through a registered apprenticeship program. Training is provided through structured on-the-job training combined with supplemental related theoretical and technical instruction. This term excludes pre-apprentices, trainees, learners, and student-learners." (*62 FedReg 64960*)

"**Bona fide vocational training program** means a program authorized and approved by a state board of vocational education or other recognized educational body that provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks, or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college, or university." (*62 FedReg 64960*)

The Fair Labor Standards Act provides that wages must be paid for work performed. The FLSA contains provisions for individuals in training, under certain circumstances, to be exempt from wage requirements. Unpaid work-based training provided through rotation, preceptorship, and internship programs in career and technology education can qualify for exemption from the wage requirements. The publication, *Employment Relationship Under the Fair Labor Standards Act*, states that all six of the following criteria must be met to qualify for an exemption:

1. training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. training is for the benefit of the trainees or students;
3. the trainees or students do not displace regular employees, but work under their close observation;
4. the employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasion operations may actually be impeded;
5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Employment of Student-Learners at Subminimum Wages

Employers who desire to employ student-learners at subminimum wages (not less than 75% of the applicable minimum wage) must apply by submitting an application on official FLSA forms for authority to do so from the regional office of the Employment Standards Administration that serves the employer's respective geographic area. The application should be filed 15 to 30 days before the student-learner is be employed at subminimum wages. No authorization is granted to employ a student-learner at subminimum wages before the application is forwarded to the wage and hour division. Employers must meet specific conditions to be granted approval to employ student-learners at subminimum wages. A partial listing of those conditions includes:

1. The student-learner must be at least 16 years of age (or older as may be required pursuant to Hazardous Occupation Order of the Secretary of Labor)
2. The student-learner must be at least 18 years of age if employment is to be in any activity prohibited by virtue of a Hazardous Occupation Order of the Secretary of Labor; and
3. Any training program under which the student-learner will be employed must be a bona fide vocational training program.

The time period for subminimum wages may not exceed one school year except when an application details extenuating circumstances and is approved by the Wage and Hour Division. No authority exists for subminimum wages to be paid beyond the date of graduation of the student-learner. Further information may be found in the following publications: *62 FedReg 64956-64966; Regulations, Part 519: Employment of Full-time Students at Subminimum Wages*; and *Information Guide and Instructions for Completing Application for Authorization to Employ A Student-Learner at Subminimum Wages*.

Youth Minimum Wage

The 1996 Fair Labor Standards Act Amendments authorized a youth minimum wage. The law allows employers to pay employees under 20 years of age a lower wage for a limited period (90 consecutive calendar days beginning with and including the first day of work for the employer). The law allows employers to pay a youth minimum wage of not less than $4.25 an hour to eligible youth. Employers do not have to meet any training requirements in order to pay the youth wage to an eligible employee. Refer to U.S. Department of Labor Program Highlights (ESA Fact Sheet No. 97-23) Youth Minimum Wage - Fair Labor Standards Act for further information.

Age Restrictions

The Fair Labor Standards Act identifies sixteen as the basic minimum age for employment. An individual at 16 years of age may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. Eighteen is identified as the minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor. *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act* is a source for further information.

Hazardous and Non-Hazardous Occupations

The Fair Labor Standards Act provides a minimum age of 18 years for nonagricultural occupations which the Secretary of Labor "shall find and declare" to be hazardous or detrimental to their health and well-being for individuals ages 16 and 17. There are 17 hazardous occupations orders in effect that are applicable either on an industry basis or on an occupational basis. Identified hazardous occupations orders are as follows:

1. Manufacturing or storage occupations involving explosives (Order No. 1)
2. Motor-vehicle occupations (Order No. 2)
3. Coal mine occupations (Order No. 3)
4. Logging and sawmilling occupations (Order No. 4)
5. Power-driven woodworking machine occupations (Order No. 5)
6. Occupations involving exposure to radioactive substances and ionizing radiations (Order No. 6)
7. Power-driven hoisting apparatus occupations (Order No. 7)
8. Power-driven metal-forming, punching, and shearing machine occupations (Order No. 8)
9. Occupations in connection with mining, other than coal (Order No. 9)
10. Occupations involving slaughtering, meat-packing or processing, or rendering (Order No. 10)
11. Power-driven bakery machine occupations (Order No. 11)
12. Power-driven paper-products machine occupations (Order No. 12)
13. Occupations involved in the manufacture of brick, tile, and kindred products (Order No. 13)
14. Occupations involved in the operation of power-driven circular saws, band saws, and guillotine shears (Order No. 14)

15. Occupations involved in wrecking, demolition, and shipbreaking operations (Order No. 15)
16. Occupations in roofing operations (Order No. 16)
17. Occupations in excavation operations (Order No. 17)

Some of the hazardous occupations have limited exceptions that allow individuals 16 and 17 years old to perform specified tasks. For example, the motor vehicle occupations order permits an exemption for incidental and occasional driving of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight under certain conditions which the order specifies. Also, the power-driven bakery machine occupations order permits some exemptions so that specific bakery machines may be operated. *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act* provides details of hazardous occupations and exemptions.

Helpful Department of Labor Publications

- *Application for Authorization to Employ A Student-Learner at Subminimum Wages*
- *Information Guide and Instruction for Completing Application for Authorization to Employ a Student-Learner at Subminimum Wages*
- *Regulations, Part 519: Employment of Full-time Students at Subminimum Wages*
- *U.S. Department of Labor Program Highlights: Youth Minimum Wage - Fair Labor Standards Act*
- *Handy Reference Guide to the Fair Labor Standards Act*
- *Employment Relationship Under the Fair Labor Standards Act*
- *Federal Register - Tuesday, December 9, 1997 — Part III Department of Labor*
- *Your Rights Under the Family and Medical Leave Act of 1993*
- *Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act*

U.S. Department of Labor Employment Standards Administration Wage and Hour Division

The field offices shown under each district office will provide an indication of the geographic area for which that district office is responsible. Telephone directory listings are under the United States Government listings as "Labor, Department of; Wage and Hour Division" or "Labor, Department of; Employment Standards Administration; Wage and Hour Division".

District Offices

525 S. Griffin Street, Room 507
Dallas, TX 75202-5007
(214) 767-6294

Texas Field Offices

Abilene	Texarkana
Fort Worth	Tyler
Longview	Waco
Sherman	Wichita Falls

9990 Richmond Avenue, Suite 202 Houston, TX 77042-4546 (713) 339-5500	Beaumont Bryan Corpus Christi Galveston
10127 Morocco, Suite 140 San Antonio, TX 78216 (210) 229-4515	Austin Harlingen Laredo McAllen
505 Marquette, N.W., Suite 840 Albuquerque, NM 87102-2160 (505) 248-5115	Amarillo El Paso Lubbock Midland San Angelo

Wage and Hour Division publications and regulations may be reached through the Internet. The home page for the U.S. Department of Labor is:

http://www.dol.gov

Hints after reaching the home page:
Click on "DOL Agencies"
Under "Employment Standards Administration (ESA)" click on "Wage and Hour Division"

Transportation

The work-based instruction component of Home Economics Career Preparation is of paramount importance in providing students rich and effective occupational training opportunities. With the work-based instruction occurring at business/industry sites within the community, the availability of dependable transportation of students to these work-based instruction sites is a necessary planning consideration. The method of transportation and funding source may vary based on local policies within state-defined parameters.

State-Funded, School-Provided Transportation: State law allows state transportation funds to be expended to transport students to a remote site for career and technology education courses. Transportation to multiple training sites is allowable provided multiple students are involved at each site. State funded transportation may be provided regardless of the paid or unpaid status of the students' work-based training experiences. However, the scheduling variations and multiplicity of sites typically inherent to paid work-based training arrangements have typically resulted in schools requiring those students to assume responsibility for their transportation to the training sites.

Student-Provided Transportation: In those instances in which the school makes no provision for student transportation to the work-based training sites, transportation becomes the responsibility of the student and their parents/guardians. Because of the necessity that students be punctual and dependable in compliance with the schedule for work-based training, the importance of reliable transportation cannot be overstated. Options most often considered include the students using a personal vehicle, adults providing transportation for their student, use of public transportation, students riding with other students, or a combination of options. A backup contingency plan should also be identified by students and their parents/guardians. Regardless of the transportation arrangements, it is important that those plans be the basis of a written transportation agreement between the parents/guardians, the student, and the school; preferences and permission for a backup contingency plan should be included.

Insurance

The possibility of student injury while participating in work-based training experiences raises the issue of insurance, liability, and parent agreements. If the student is participating in paid work-based training (cooperative education), the training sponsor may have workman's compensation insurance or another arrangement for assuming liability in the event of work-related employee injury. Employer verification of provided insurance can be determined as part of the teacher-coordinator's process of evaluating the suitability of a business being utilized as a paid work-based training site. If there is no form of insurance covering liability for employee injury, procedures for otherwise assuring student insurance coverage should be considered.

Since students receiving unpaid work-based instruction are not employees of the business serving as the training station, workman's compensation or other forms of employee liability coverage would likely not cover students injured while participating in internship, job shadowing, unpaid apprenticeship, or mentoring experiences. The issue of insurance should be discussed as part of the teacher-coordinator's process of evaluating the suitability of a business being utilized as an unpaid work-based training site. Unless the business has insurance that would cover unpaid student trainees, other alternatives for insurance coverage should be investigated.

There are several alternatives often considered for providing insurance coverage for student trainees not covered by workman's compensation or comparable insurance. Some school districts have group coverage that can include the students in work-based training experiences. Some school districts arrange for insurance that can be purchased for students by their families; while often initially provided to cover injuries related to athletics or other extracurricular activities, these insurance policies have been structured to accommodate work-based training injuries. Some school districts rely upon students' proof of insurance coverage provided by their families to provide the security net in event of injury. In any case, clear explanation and written agreements between the training sponsor, parent, student, and school are important to prevent misunderstanding of responsibility for liability and insurance. One sample of a student insurance waiver form follows.

Waiver of Student Insurance

I hereby give permission for my child, (*Name of Student*), to participate in Home Economics Career Preparation at (*Name of School*). Please check one of the following:

❑ I am interested in the school's group student insurance for my son/daughter.

❑ I hereby waive participation in the school's group insurance for my son/daughter. I understand that I/we, the parent/guardian will be totally responsible for all medical/hospitalization bills relating to any injury occurring while my child is participating in Home Economics Career Preparation at (*Name of Business Training Site*) and other training sites. The (*Name of School District*) and the business training sites do not assume any legal liability for any injury which may result from a student's participation in Home Economics Career Preparation.

Parent/Guardian Signature: _____ **Date** _____

Note: This is a sample form only. Forms to be used locally should be finalized in consultation with necessary district policymakers and legal counsel.

Teacher Certification

Home Economics Career Preparation encompasses occupationally specific instruction provided through several different delivery arrangements. Historically, there has been some evolution in the certification requirements for persons to teach occupationally specific home economics courses; there have been variances depending not only on when the initial home economics certification requirements were completed, but also upon the instructional delivery arrangement utilized. Therefore, a discussion of the requirements to teach Home Economics Career Preparation must factor in several considerations.

In the late-1980's the teacher training programs offered at Texas universities implemented statewide changes in the requirements for awarding a Vocational Home Economics Education teaching certificate. As part of those certification requirements, the university certification programs included preparation to teach all secondary home economics courses – both the comprehensive and technical courses (as had previously been the basis for certification) as well as the occupationally specific courses (which previously had requirements additional to the basic teaching certificate). Persons certified since 1987 have certificates which read "Vocational Home Economics Education" for full certification to teach all home economics courses; these individuals have met one of the following sets of requirements:

- completed revised certification requirements through a university and passed the Home Economics Education ExCET test
- already certified in one secondary teaching field, met the requirements for an additional certification area by passing the Home Economics Education ExCET test
- documented completion of certain specialized training/experience pertaining to occupationally specific home economics courses in addition to a pre-1987 certificate to teach Home Economics

Creation of new courses through the Texas Essential Knowledge and Skills adoption process has led to a review of certification requirements. At the time of this document's printing, the following certificates and conditions for teaching Home Economics Career Preparation are being considered for approval by the State Board for Educator Certification:

Vocational Homemaking, VEH *
Vocational Handicapped Homemaking *
Vocational Home Economics Pre-employment Education *
Vocational Home Economics Pre-employment Laboratory (92) **
Vocational Home Economics Pre-employment Education
Vocational Homemaking (64) ***
Vocational Home Economics ***
Vocational Home Economics Education

* Restricted to specialized content assignment consistent with background and experience.
** This certificate requires a letter verifying approval for the specialized content assignment.

Teacher Certification, cont'd.

*** Additional to this certificate, one of the following conditions must be met:
- Completion of one TEA workshop preparatory for Home Economic Cooperative Education;
- Completion of two TEA workshops preparatory for Home Economics Vocational Education for the Handicapped and/or Coordinated Vocational-Academic Education;
- Fully certified assignment to Home Economics Pre-employment Laboratory prior to 1985;
- Completion of six semester hours of occupational home economics course work from an approved institution;
- Any two of the following three criteria — two years of approved wage earning experience in a specialized area of instruction, three semester hours of occupational home economics course work from an approved institution, or one TEA workshop preparatory for Home Economics Vocational Education for the Handicapped or Coordinated Vocational-Academic Education.

While not a requirement for certification, consistent participation in TEA-sponsored professional development activities for home economics teachers is recommended due to the role of such activities in enabling teaching personnel to remain current in the knowledge and skills primary to the discipline, the content to be included in the respective home economics courses, and policies, procedures, and funding parameters affecting local programs.

Supplemental Information from the Texas Education Agency

Note: This section provides a place to file supplemental information and updates regarding Home Economics Career Preparation as items are disseminated by the Texas Education Agency through professional development conferences.

Management

Note: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

Teacher-Coordinator Responsibilities

1. Secure training stations with the capacity and commitment to provide quality work-based instruction. Inform training sponsors of goals, expectations, and procedures. Maintain a close working relationship with training sponsors.

2. Coordinate placement of students in quality training stations.

3. Prepare an approvable training plan in a timely manner, with the assistance of the training sponsor, to reflect the skills to be provided, including all Texas Essential Knowledge and Skills (TEKS). It is suggested that the training plan be on file with the director of career and technology education, the teacher-coordinator, and with the training sponsor.

4. Visit the training station a minimum of six (6) times during the year, at least one (1) time per grading period, in order to meet funding eligibility guidelines. Additional visits may be needed dependent on student performance or training site circumstances.

5. Assist the student in maintaining a good working relationship with the training sponsor.

6. Evaluate the student's training progress in conjunction with the training sponsor.

7. Work with training sponsors and the business community in the interpretation of course operations and objectives, and in the solicitation of support and assistance. This may be accomplished through an advisory committee or other means.

8. Obtain appropriate general and occupationally specific instructional materials and resources to provide rich learning experiences for both group and individualized instruction.

9. Provide students classroom instruction, both general and occupationally specific in nature, in coordination with the training sponsor and work-based training experiences.

10. Maintain necessary student records.

11. Prepare reports and maintain documentation records.

12. Work with appropriate personnel (administration staff, other career preparation teacher-coordinators, etc.) to develop appropriate policies and procedures.

13. Inform campus administrators and counselors about the goals, organization, and management of Home Economics Career Preparation.

14. Serve as advisor for the Future Homemakers of America (FHA/HERO) chapter and its activities.

15. Attend professional development conferences to remain current on issues related to home economics education.

Student Responsibilities

1. Be at school and the training station on time.

2. Observe all training station policies, including those related to conduct, dress code, personal appearance, and personal hygiene.

3. Follow the instructions of the training sponsor.

4. Exemplify qualities of a good employee by not receiving family members, visitors, or personal phone calls during training.

5. Establish respectable performance records to be assured good references in the future.

6. Maintain a record of income to include check stubs and hours of training.

7. Follow company policy and the chain of command to resolve problems at the training station.

8. Report to the teacher-coordinator any problems that may occur at the training station.

9. Follow class procedures and training station policies when it becomes necessary to leave a training station.

10. Follow school policies regarding student attendance and absences. In the case of absences, contact both the training sponsor and teacher-coordinator immediately. A student not in class attendance during the time of regular school hours may not participate in work-based training that day unless specifically approved by the teacher-coordinator.

11. A student enrolled in career preparation class is expected to demonstrate responsibility in utilizing the time within the official school day that is scheduled to allow work-based training experiences.

12. When not in class or at the training station during school hours, the student should be on the school campus only with a legitimate reason.

13. Abide by all school rules and regulations, keeping in mind the fact that the school jurisdiction includes the training station.

14. Future Homemakers of America is an important part of a student's career and technology education training. All students are, therefore, encouraged to participate actively in the FHA/HERO chapter available for Home Economics Career Preparation.

Parent/Guardian Responsibilities

1. Carefully read information provided addressing Home Economics Career Preparation, objectives, policies and procedures, roles and responsibilities of individuals and entities involved, etc. Ask the teacher-coordinator for any needed clarification.

2. Provide authorization/approval of the student's initial enrollment in Home Economics Career Preparation and on subsequent agreements such as the cooperative training plan, operating procedures, etc.

3. Attend any scheduled parent/guardian meetings to gain information about Home Economics Career Preparation.

4. Communicate with the teacher-coordinator by telephone or by attending school open houses and teacher conferences scheduled as needed to discuss student progress.

5. Understand and respect the student's training opportunities and responsibilities.

6. Encourage the student for achievements in the development of occupationally specific knowledge and skills through Home Economics Career Preparation.

Training Sponsor Responsibilities

1. Provide work-based instruction consistent with the time requirements and parameters for students in Home Economics Career Preparation.

2. Ensure that the training station provides the student with a quality learning situation. Clearly delineate expectations for the student. Provide clear instructions with regular positive and corrective feedback. With the teacher-coordinator, target and sequence essential knowledge and skills on the training plan to be emphasized in the work-based training experience.

3. Rotate the student from one training assignment or task to another at reasonable intervals (following initial training and a period of skill development but before becoming redundantly repetitive) so the training period is a continuous learning situation for the student.

4. Explain to the student applicable policies, procedures, rules, and chain of command. Help the student feel a part of the organization.

5. Provide safety orientation and a safe work environment.

6. Support the student in setting and maintaining priorities related to school and work-based training.

7. Deal fairly with the student.

8. If the student is a paid employee, pay the student at a rate that is
   - comparable to other employees and based on duties and responsibilities performed,
   - equal to what the student's services are worth, and
   - in compliance with the wage and hour regulations that govern salary rates.

9. Support school attendance policies.

10. Comply with Home Economics Career Preparation guidelines.

11. Communicate with the teacher-coordinator on a regular basis. Provide ongoing feedback about the student's work-based training progress (strengths and weaknesses) and direction of upcoming training experiences in order that the teacher-coordinator can most effectively coordinate class instruction activities.

12. Complete at least one written evaluation of the student's performance at the training station each grading period.

13. Contact the teacher-coordinator prior to making any changes in the student's training assignment or employment status.

By working together, we can give the student the very best possible training that will benefit both the student and the training station.

Training Sponsor Orientation and Rapport

Critical to the effectiveness of Home Economics Career Preparation are well-informed and cooperative training sponsors who have the capability and commitment to provide quality work-based instruction. A very important responsibility of the teacher-coordinator is to foster a positive working relationship with the training sponsor and the training station in general. The teacher-coordinator should provide the following information, possibly through interviews, brochures, and/or a training sponsor orientation session.

1. Be sure the training sponsor has a clear understanding of the objectives and operation of Home Economics Career Preparation. Some possible topics to cover include:

    - the nature of work-based training experiences desired (as listed on the training plan master for the appropriate training area)
    - expectations related to scheduling, wages, insurance, supervision, training rotations, labor laws, etc.
    - relevant school policies and class operating procedures
    - coordination of classroom instruction and work-based instruction
    - evaluation of students
    - responsibilities of the teacher-coordinator, training sponsor, parents, and students (see related information on pages B-3 - 6)
    - work-based training scheduling parameters

2. Stress that during class instruction the student will study topics relevant to the occupationally specific skills being developed through the work-based training experiences as well as the following:

    - general information related to employer-employee relationships
    - job ethics
    - personal development
    - job morale
    - personal appearance
    - characteristics of successful employees
    - business etiquette

3. Help the training sponsor understand the need for rotating the student from one task or assignment to another at reasonable intervals so the training period is a continuous learning situation for the student.

Student Recruitment

Recruitment is an ongoing process that is vital to promoting the success of Home Economics Career Preparation. By developing a professional, ongoing promotional campaign, the teacher-coordinator can establish a quality image that will influence students, parents/guardians, and counselors in making course selection decisions. Focusing on the needs and wants of students is the most effective way to develop a quality program that will produce satisfied customers who will "sell" Home Economics Career Preparation. Recruitment emphasis should be placed on the occupational education and training provided. Further, students should be aware that, because depth and breadth of training experiences are priorities, there may be times when they will train in unpaid internships, job shadowing, or mentorships to meet the requirements of the training plan.

Recruitment strategies should be intensified at least one month before the time when counselors assist students in making course selections. Although the goal is to recruit students, the role of parents/guardians, counselors, friends, former Home Economics Career Preparation students, training sponsors, and teachers in the decision-making process of course selection must be recognized.

Recruitment techniques include the following:

- posters, brochures, and displays
- articles in local and school publications
- announcements on the public address system
- visits to eighth grade classes before graduation plans are developed
- assemblies for eligible students
- open house
- career fair for parents/guardians and students with all career and technology education programs represented
- presentations (audio visual, talks, skits, etc.) by current students to other home economics classes, parent groups, fraternal organizations, student groups, etc.
- opportunities for leadership through FHA/HERO
- student tours of all career and technology education programs guided by counselors or career and technology education representatives

Ideally, student selection should begin with an application for admission into Home Economics Career Preparation. (See example on page C-10.) One of the most important relationships to develop at this time is with the guidance and counseling department. Their help in processing the applications can save the teacher-coordinator much valued time. Processing may include checking the application for required credits, coherent sequencing, and attaching a copy of the student's transcript and graduation plan. All applications are sent to the teacher-coordinator for review. The teacher should request an interview with prospective students. This is particularly important with students who have not previously had a course in Home Economics under the supervision of the teacher. The teacher may verify the information obtained in the interview by talking to teachers who have taught the prospective students. An evaluation form is helpful for this purpose.

Once students are selected, work can begin to prepare them for the career preparation training experience. The end of the school year is a good time to bring incoming students together for training. This can be done as a group or individually. Students need training in interview skills, preparing resumés, and procedures that will be followed in locating approvable training stations and student placement. A joint meeting with parents/guardians and students is advised to explain the objectives, operation, and policies of Home Economics Career Preparation.

Student Enrollment

Following recruitment procedures, the teacher-coordinator accepts applications from students who wish to be in Home Economics Career Preparation. Criteria for acceptance may include the following:

- excellent attendance record — This is critical because a Home Economics Career Preparation student should not report to the training station on a day the student misses school.
- passing grades in all courses — This is important because the knowledge and skills gained through school success will be needed for successful class and work-based training experiences.
- excellent behavior record at school
- demonstrated ability to handle school responsibilities
- interest in developing occupational knowledge and skills
- parental/guardian permission
- dependable transportation to get to and from the training station, if transportation is not provided by the school
- agreement to abide by the rules and responsibilities of Home Economics Career Preparation

Student Attendance

Guidelines including attendance policies should be consistent for all career and technology programs across the district and follow local school district attendance policies at all times. It is common that local attendance policy for students enrolled in career preparation courses might include the following:

- Regular attendance and punctuality are expected from each career preparation student for both class instruction and work-based instruction.
- A student who must be absent from school should notify the school attendance office by a designated time on the day of the absence.
- A student must notify the teacher-coordinator in advance of an absence or tardiness at either the training assignment or school.
- On days the student is absent from school, the student may not participate in work-based training without the specific approval of the teacher-coordinator.
- A student must notify the training sponsor in advance of an absence or tardiness at the training assignment.
- A student enrolled in a career preparation class is expected to demonstrate responsibility in utilizing the time within the official school day that is scheduled to allow work-based training experiences. A student scheduled to leave school before the school day officially ends is expected to use the remainder of the school day for work, study, or school-related activities. In these circumstances, district policies may limit or prohibit access to the campus once a student has left.

Student Transition

Based on information from the student application, student interview, and other selection methods, students are enrolled in Home Economics Career Preparation. Assuming that the student will be successfully placed in a training station and that the student will follow all necessary policies and procedures, the student's class schedule is prepared to accommodate the time/schedule requirement of Home Economics Career Preparation. If either assumption does not hold true, certain decisions and actions will become necessary. It is recommended that local policies be established to guide such a process.

If the student, due to serious violation of policies/procedures or other circumstance, must be removed from Home economics Career Preparation, timing is critical. A change allowing the student to have a full schedule of other classes is most desirable. This would prevent waste of the student's learning opportunity and loss of credit. However, if very far into the semester when the schedule change is made, the student will be so far behind in the newly acquired classes that, in fact, the learning opportunity is somewhat wasted and the credit is lost because they fail the courses. Priority should be given to resolving the issue to prevent a necessary schedule change, implementing the schedule change early enough to allow a full class schedule to be resumed successfully, or, when well into the semester, recognizing that the schedule change must involve a non-instructional arrangement such as study hall.

During periods when students are involved in the process of seeking placement (initial or otherwise) in a training station (completing applications, interviewing, preparing follow-up letters, etc.), funding guidelines and local policies should be followed as to the student's involvement in class instruction or other special campus-based assignments. (See the most recent version of the *Student Attendance Accounting Handbook* for funding guidelines.)

If there are initial problems placing a student for paid work-based training, the following should be considered:

- There is latitude for utilizing an unpaid form of work-based training (internship, job-shadowing, mentoring, or apprenticeship) if the placement provides quality work-based training opportunities and the applicable guidelines for class instruction and unpaid work-based instruction are met. (See the most recent version of the *Student Attendance Accounting Handbook* for funding guidelines.) Job shadowing and mentorships are appropriate for short periods of time while internships or apprenticeships are appropriate for long-term training placements. The training areas would need to be consistent with the student's occupational objectives and within those approved for Home economics Career Preparation. Reverting to paid work-based training would be possible when an appropriate placement could be made.

Student Transition, cont'd.

- If a "paid" work-based training placement has not been achieved within 15 days of enrollment and an "unpaid" placement is not considered an option (by the student and/or school), reassignment of the student to a full schedule of other classes is recommended. There could be continued efforts toward training station placement, but not at the risk of the student getting further behind in the alternative classes if placement is not accomplished. In the event that placement is ultimately achieved, the student's schedule could again be changed to accommodate career preparation.

Training Stations

A training station is a business/industry site where the student is placed for work-based instruction and training experiences in a home economics related field. An important factor in the success of the Home Economics Career Preparation student is the adequacy of the training station for work-based instruction and training.

Factors in selecting a particular training station in a home economics related occupation include the following:

- the capacity and willingness of the training sponsor to provide excellent work-based instruction and training experiences in the essential knowledge and skills approved by TEA as an innovative occupationally specific course or adopted by the State Board of Education for one of the following home economics occupational areas:

  — Services for Older Adults
  — Child Care and Guidance, Management, and Services
  — Food Production, Management, and Services
  — Hospitality Services
  — Institutional Maintenance Management and services
  — Textile and Apparel Production, Management, and Services
  — Housing, Furnishings, and Equipment Production, Management, and Services
  — Home Economics Production, Management, and Services

- the attitude of the training sponsor and other employees toward Home Economics Career Preparation

- the willingness of the training sponsor to provide adequate supervision by an experienced, skillful employee

- the willingness of the training sponsor to work with the teacher-coordinator to develop the training plan for each student

- working conditions at the training station meet OSHA standards to insure safety of workers

- the training station and training sponsor have a reputation for ethical business practices

- the willingness of the training sponsor to provide student training for the number of hours scheduled as necessary to meet the requirements for Home Economics Career Preparation

- the willingness of the training sponsor to encourage the student to develop knowledge, skills, attitudes, performance standards, and habits necessary to succeed in the occupational training area

Training Stations, cont'd.

- the willingness of the training sponsor to cooperate with the school regarding attendance policies
- the willingness of the training sponsor to contact the teacher-coordinator when a problem arises with the student learner
- the willingness of the training sponsor to clearly recognize that the soundness of training practices (quality supervision, timely rotation of students for breadth of training opportunities, support of school policies, training schedule, etc.) takes precedence over immediate benefit gain for the business

Placement of Students in a Training Station

Students in Home Economics Career Preparation receive not only class instruction, but also work-based instruction at a business/industry site that has been approved to serve as a training station. The process of matching students to training stations and completing the necessary written agreement is referred to as student placement.

Student placement at a training station may occur at various times during the school year. The following are common placement situations:

- Initial placement following acceptance into career preparation likely occurs in conjunction with the opening of school. Many districts start the employment period for teacher-coordinators before that of other teachers to facilitate the process of acquiring quality training stations and making student placements. So, in that instance, student placement may occur immediately preceding or following the beginning of school.
- Without an extended employment period for the teacher-coordinator, initial student placements will largely occur the first days of the school year; this will be a priority not only to maximize student training opportunities, but also to avoid any funding penalties for students unplaced in paid work-based training. See the most recent version of the *Student Attendance Accounting Handbook* for guidelines related to funding.
- Some schools allow placement for work-based training at the beginning of the summer; however, this amount of time without the benefit of the teacher-coordinator being on duty to oversee and coordinate the new placement often results in problems, especially for first-year students.
- Student placement may recur during the course of the school year for a number of reasons. A student will need to be placed in another training station if the initial placement had to be ended. Causes for the discontinuation of a training station placement could include such situations as difficulties with the student or training sponsor, change of management philosophy, redefinition of student occupational goals, staff cuts, etc.
- Student placement may occur multiple times during the school year to allow an increased breadth and richness of training opportunity. For instance, a student may be assigned to a rotation schedule involving two or three training station placements in order to more completely provide the broad range of training experiences representative of the occupational objective. Another method of supplementing the training opportunities at a single training station would be to incorporate some short-term training assignments through unpaid internships, job shadowing, or mentoring into the work-based instruction for students primarily involved in a cooperative education arrangement. Likewise, students whose primary training arrangement is an internship could have supplemental experiences through job shadowing, mentorships, or cooperative education arrangements.

A student may make application to Home Economics Career Preparation because he or she is already employed and desires for the place of employment to become the training station. In that case, the teacher-coordinator should contact the employer to explain Home Economics Career Preparation, verify the appropriateness of the training opportunities, and determine if the employer is willing to assume the responsibilities of a training sponsor.

Often the students who are enrolled in career preparation for the first time need preliminary instruction prior to being sent for interviews. The teacher-coordinator should provide instruction on creating resumés, completing employment applications, effectively handling interviews, and appropriately following up on all contacts with prospective training sponsors. This training may occur as part of class or in a separate briefing to facilitate placement before school starts.

The teacher-coordinator should utilize some method to effectively communicate the student's involvement with Home Economics Career Preparation to prospective training sponsors and to clearly identify for the student the contact person, time, and location for a scheduled interview. Many teacher-coordinators use the back of their business card for this information. (See example on page C-63.)

Checklist for Student Placement

_____ Receive the application form with appropriate signatures and completed information. (An example application form is provided on page C-10.)

_____ Schedule an interview with the applicant to determine acceptance into the program.

_____ Visit training station sponsors for possible student placements.

_____ Visit the prospective training sponsor for the student applicant who is already employed; following a discussion of the objectives, expectations, and policies of Home Economics Career Preparation and verification of the suitability of the training site, reach mutual agreement/approval with the prospective training sponsor.

_____ Review with student applicants success strategies for completing job applications, effectively handling interviews, preparing resumés, and writing follow-up letters. This may be done in class, by scheduling seminars after school, through printed information in a job search folder, or by individual appointments with students if placement is to occur before school starts.

_____ Send students to interviews. Because the real world involves competition for employment, it is good experience for students when more than one student is sent to interview for the same position. This also gives the prospective training sponsor an opportunity to have a choice.

_____ Document names of students sent on interviews, places sent, and results of each interview.

_____ Follow-up with the student and the prospective training sponsor after interviews.

_____ Check with training sponsors to assess proper student placement. If after a designated or agreed-upon number of days the training sponsor does not think that the student is appropriate for the training station, or if the student feels the placement is not good, the teacher-coordinator may facilitate a more suitable placement for the student.

Training Station Visits

The coordination and oversight of students' work-based training is accomplished largely through the teacher-coordinator's visits to the training stations. The effectiveness of training station visits is a major determinant of the effectiveness of Home Economics Career Preparation. Suggested objectives of the teacher-coordinator for training station visits include the following:

- Orient the prospective training sponsor (or new personnel) as to Home Economics Career Preparation objectives and operations.
- Become familiar with management, policies, and procedures of the training station.
- Initially, become acquainted with the student's projected training assignments.
- Coordinate development of the training plan.
- Develop an attitude of cooperation with the training sponsor to insure being contacted should a problem with the student arise.
- Determine training achievements, current assignments, and any training difficulties.
- Obtain information that would strengthen the student's classroom assignments.
- Prevent any student-employer problems from becoming serious.
- Assure that each student is treated with respect.
- Each grading period, obtain the training sponsor's evaluation of the Home Economics Career Preparation student. (See example on page C-45.)
- Encourage training sponsors to continue accepting Home Economics Career Preparation students for training.
- Discover and secure new training stations.

The local district determines the amount and schedule of time (in addition to the standard conference/planning period) during the school day that a teacher will be provided for coordination of work-based training. Factors that may impact these decisions include the number of students being served, the number and proximity of training stations utilized, and the teacher-coordinator's other class or duty assignments. If there are multiple teachers with career preparation assignments, some comparability of schedules is likely and desirable. Follow local policies for personnel leaving campus on school business, such as training stations visits.

For most effective use of time, the teacher-coordinator should schedule training station visits during time provided for coordination during the school day. However, consideration must also be given to the training sponsor's availability at that time. Other arrangements will be necessary if a teacher's coordination time coincides with a time that will be consistently busy or otherwise obligated for the training sponsor (i.e., lunch rush, children's drop/pick-up times, shift changes, etc.) Ideally, coordination time would be scheduled to avoid major conflicts that can be anticipated.

The frequency and length of visits to each training station will be affected by factors such as the number of students placed at that site, the number of persons at the site who are involved in training and supervision, any difficulties which may surface, and the specific arrangements of the work-based training agreement. For example, coordination activities at a site where a student has a two-week job shadowing placement would be very different from coordination activities at a hotel where an entire class is assigned to a training rotation schedule involving eight hotel departments over the entire school year.

The teacher-coordinator has the responsibility to visit each training station as needed to promote maximum student achievement in effectively coordinated work-based instruction and class instruction. There must be at least one visit to each student's training site each grading period and a minimum of six visits per school year to be eligible for maximum state funding. (See the most recent version of the *Student Attendance Accounting Handbook* for guidelines related to funding.) While telephone contacts with the training sponsor are certainly useful, they supplement rather than substitute for actual on-site training station visits.

As a follow-up to the training site visit with the training sponsor, the teacher-coordinator should document information obtained during the visit. This could become part of a consolidated record of work-based training coordination for each student. (See sample on page C-44). Follow local district procedures for documenting the visit for the purpose of reimbursement for mileage traveled and any other requirements.

Suggested Do's and Don'ts When Visiting The Training Station

DO:

1. Be well-groomed and properly prepared for the visit.
2. Be alert. Observe what is going on without appearing to "snoop."
3. Make an effort to remember the names of persons at each training station.
4. Be friendly with everyone without fraternizing with them.
5. Express appreciation to persons at the training station for the training given to the student.
6. Show an interest in the work in progress. Be curious; ask questions if the opportunity presents itself.
7. Take notes (after leaving) on items which may be used for a conference with the student or study assignments.
8. Be quick to sense the training sponsor's desire to terminate a conference.

DON'T:

1. Call attention to errors, bad practices, or unsafe conditions while visiting the training station. Do so in private conferences with the student or training sponsor, as appropriate.
2. Try to demonstrate to a student how to do a task which is assigned.
3. Pose as an expert or authority on any matter concerning the work in progress.
4. Request a conference with the training sponsor when she or he is obviously busy.
5. Interrupt or interfere with the student's training experiences.
6. Appear to be loafing or just "passing the time."

Source: *Teaching Home Economics: The Occupational Perspectives,* Rachel Underwood, Mary B. Harris, and Jane S. Davidson (available from the Home Economics Curriculum Center)

Filing System

Permanent/Daily Files

A well-organized and maintained filing system can be quite an asset in Home Economics Career Preparation. The manner in which a teacher-coordinator collects and files necessary materials to a certain extent reflects and determines the efficiency of the teacher-coordinator. Below is a suggested list of materials to be kept on file.

Student records frequently used by the teacher and student may include the following:

- Training Plan Agreement (examples on pages C-24 - 27)
- Student-Learner Certificate
- Student's daily schedule
- Daily memos and reminders (such as signed correspondence from parents and training sponsors)
- Student Agreement
- Tests
- Weekly Training Report (example on page C-19)
- Yearly Wage and Hour Report and/or Yearly Report of Work-based Training Hours (examples on C-20 and C-22)
- Documentation of work-based coordination

Permanent student files might contain the following items:

- Student Application for Enrollment in Home Economics Career Preparation (example on page C-10)
- Evaluation of Student Trainee by the Training Sponsor (example on page C-45)
- Classroom Performance Evaluation (example on page C-46)
- Completed Training Plan Agreement(s)
- Completed Yearly Wage and Hour Report and/or Yearly Report of Work-based Training Hours
- Student's Evaluation of Personal Achievement through Home Economics Career Preparation (example on page B-72)
- Information necessary for follow-up
- Records pertinent to students with disabilities

Other items that might be filed in the student's permanent folder include newspaper clippings, records of special accomplishments, and letters of recommendation.

Filing System, cont'd.

Other materials that may be included in the teacher filing system are as follows:

- Advisory Committee lists and minutes
- Bibliographies of instructional materials and sources of teaching aids
- Budget
- Certificates and nomination forms (examples on pages C-56 - 61)
- Records of teacher's work-based instruction coordination activities
- Correspondence
- Curriculum materials
- Financial records
- FHA/HERO materials
- Inventory
- Prospective lists of training sponsors and students
- Publicity
- Reports
- Sample correspondence (examples on pages C-51 - 55)
- U.S. Department of Labor Materials

Training Plan Agreements

Due to the combination of class instruction and work-based training experiences at business/industry sites, Home Economics Career Preparation is based on an organized plan called the Training Plan Agreement. The Training Plan Agreement can be explained as follows:

> The Training Plan Agreement is a written cooperative agreement between the school and the training sponsor for each student enrolled in Home Economics Career Preparation. The training plan shall ensure that each student will receive coordinated classroom instruction and work-based training to develop the essential knowledge and skills identified for the chosen occupational training area. Work-based training may be provided through cooperative education, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Written training agreements must be prepared and filed locally in accordance with the Texas Education Agency's *Student Attendance Accounting Handbook*. To facilitate training plan preparation, the essential knowledge and skills and study assignments for each home economics occupationally specific training area have been pre-printed onto training plan masters; this allows teacher-coordinators to use valuable time otherwise required for key entry of this standard information to address other placement/coordination priorities. Training plan masters are available from the

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161

Phone (806) 742-3029
Fax (806) 742-3034

The training plan is developed cooperatively by the training sponsor and the teacher-coordinator before or soon after the student placement at the training station. The "Training Plan Agreement for Paid Work-Based Training" is a suggested format designed for use with the cooperative education instructional arrangement. The "Training Plan Agreement for Unpaid Work-Based Training" is a suggested format designed for use with the internship, apprenticeship, mentorship, or job shadowing instructional arrangements. The training plan is an agreement, not a contract. The training plan should be used throughout the school year. A training plan consists of the following:

- overview of basic expectations and agreement of student, parent/guardian, training sponsor, and teacher-coordinator
- essential knowledge and skills of the occupational objective
- study assignments correlated with the essential knowledge and skills
- documentation of work-based training experiences
- documentation of class instruction experiences

Purpose of Training Plan Agreement

The Training Plan Agreement is designed to fulfill the following purposes:

- to communicate basic expectations and points of agreement between the student, parent/guardian, training sponsor, and teacher-coordinator
- to serve as a guide to the teacher-coordinator, training sponsor, and student in coordinating the occupational training at the business/industry site and the technical studies in the classroom
- to provide a record of the student's progress in work-based training experiences
- to provide a record of the student's progress in related study assignments
- to be maintained in the proper manner in order to serve as an auditable document for funding purposes

Training Plan Agreements for both Paid and Unpaid Work-Based Instruction, as well as an excerpt from a Training Plan Master for an occupationally specific course, are shown on pages C-24 - 28.

Preparing the Training Plan Agreement

Page one of the Training Plan Agreement should be completed in its entirety in order to evidence student compliance with Child Labor Laws and Texas Education Agency funding eligibility. The local schools are responsible for keeping training plans on file.

A. The student must be placed at a training station at the time the Training Plan Agreement is prepared. The training plan is an agreement of expectations and understanding between the student, parent/guardian, training sponsor, and teacher-coordinator (representing the school). It is not a contract.

B. In order to meet conditions for funding, the training plan should be prepared and signed by all parties within 15 days of enrollment for students placed in paid work-based training. A new training plan must be prepared (with all signatures) if a student changes training stations during the school year; placement and completion of the training plan should be accomplished within 15 days of the end of assignment at the previous training station.

C. Since students enrolled in Home Economics Career Preparation with an unpaid work-based training component may, at the beginning of the school year, be involved in class instruction for the total time allotment, the date the training plan must be completed and

signed should be within 15 days of the beginning of placement at the training station rather than from actual enrollment. A new training plan must be prepared (with all signatures) if a student changes training stations during the school year; completion of the training plan should be accomplished within 15 days of beginning the new placement.

D. Separate training plans must be prepared for each student in Home Economics Career Preparation.

E. Complete information about the student's grade, age, gender, and class time. Note: Students must be 16 at the time of enrollment to be eligible for funding for paid work-based training experiences.

F. Student Name – as shown for other school records (typically last name followed by the first name)

G. Accuracy in obtaining and recording the social security number will facilitate accuracy and completeness of the statewide automated student follow-up in order to reduce responsibilities of teacher-coordinators and other local personnel for obtaining follow-up data.

H. Occupational Objective – Select from the list of approved work-based training areas for Home Economics Career Preparation. The work-based training opportunities at the training station should coincide with the essential knowledge and skills identified/ approved for the occupational objective, all consistent with the students goals, interests, and abilities.

I. PEIMS Code – The 8-digit PEIMS code approved for reporting the student's occupational objective/work-based training area.

J. Program Area – Home Economics

K. Wages (for paid work-based training) - Generally, the wage that is paid to a beginning worker performing similar functions would be paid to the career preparation student in paid work-based training. Instances when the training sponsor has been granted authority to employ the student at subminimum wage (75% of minimum wage) for up to one year, or the training sponsor chooses to pay the "youth minimum wage" ($4.25) for up to 90 calendar days. (See A-31 for information on labor laws.)

L. Date – the beginning date of the training period should be the date the student began placement at the training station. The extension date should be the ending date of training. The probationary period depends on the policy of the company.

Attachments to the training plan cover page include a description of occupationally specific knowledge and skills to be developed through work-based instruction at the training station and class instruction. The teacher-coordinator works with the student's training sponsor to develop the

training plan. When the purpose of the training plan is explained to the training sponsor, the following major points should be discussed:

A. State Adopted Essential Knowledge and Skills – occupationally specific knowledge and skills identified as primary for occupational objective.

B. Work-Based Instruction and Class Instruction columns – space that can be used to indicate a schedule or sequence in which the knowledge and skills will be addressed at the respective instruction sites. The space can also be utilized by the student to record the type and frequency of training experiences. When the record of training is kept up-to-date, the teacher-coordinator can tell at a glance which training experiences the student has performed, which have had repetition contributing to mastery, and which ones the student has yet to experience.

C. Related Study Assignments – individualized instruction assignments to be completed in class to supplement work-based training experiences for the respective essential knowledge and skills. Study assignments utilize curriculum resources customized for use in Home Economics Career Preparation (available from the Home Economics Curriculum Center) as well as resources identified by the teacher-coordinator.

D. Additional Occupationally Specific Knowledge and Skills – knowledge and skills not otherwise identified that may be deemed related to the occupational objective and are to be included in the student's work-based and class instruction.

The Training Plan Agreement will serve not only as a useful tool in guiding effective student training, it will satisfy certain requirements pertaining to authorization, notification, documentation, and funding eligibility. Training plans should be typed to display a professional, businesslike appearance. The signatures required should be original, with all parties receiving a copy of the signed document. A copy of the training plan will be needed in a file for student access as well as a copy for the permanent student file.

Evaluation of Student Training

The purpose of this evaluation is for the training sponsor to give feedback on student progress. It is important for students to know the following:

- what is expected of them
- how well they are doing
- what supervisors think of student performance at the training site
- what they should be doing to improve their performance in order to achieve their objectives and goals
- the impact of the evaluation on a student's grade

The teacher-coordinator should explain, in detail, the Training Sponsor Evaluation of Student Trainee form (see page C-45) during the first training station visit. It is important that the training sponsor understands fully the expectations regarding student progress during the training period.

Near the end of each grading period, an evaluation form will be provided to the student's training sponsor so that the student's progress may be measured. The evaluation form may be returned by mail or by notifying the teacher-coordinator to pick it up. If a training sponsor indicates a problem or the student does not progress satisfactorily at the training site, a follow-up visit should be scheduled as soon as possible to discuss the situation.

Reasons for Evaluation of Student Work-based Training

1. to assess the training sponsor's perception of student progress in achieving the established objectives in the training plan

2. to indicate areas of the student's performance that require improvement

3. to determine new directions for training and objectives (work-based instruction and classroom instruction)

4. to assist students in establishing goals for improvement

5. to help determine the student's grades for the work-based training portion of the course

6. to complete a student's file

Items to be Evaluated

- the student's training performance
- the student's display of attitudes necessary for chosen career area and training site
- the student's ability to grasp the work involved
- the student's ability to get along with fellow employees, supervisors, and customers/clients

Follow-up, Reporting, and Record Retention

Requirements related to reporting and record retention should be well understood by teachers assigned Home Economics Career Preparation. Although HECP will involve a variety of reports, agreements, applications, etc., those records and reports that are required in conjunction with state and federal funding will be the focus of this discussion.

Public Education Information Management System (PEIMS) Reports

The Public Education Information Management System (PEIMS) uses a computerized database for the Texas Education Agency to gather information from school districts on students such as course enrollment, attendance, training program completion, participation in a career and technology education coherent sequence of courses or tech-prep arrangement, and information on special programs; district finances; staff; and student dropouts. Information gathered through the PEIMS database is utilized in statewide program planning, management, and evaluation as well as dissemination of funds. Local school districts determine personnel and procedures needed for completing PEIMS reports.

Career and Technology Education Student Follow-up Reports

There has long been a requirement that local district personnel obtain follow-up information on students who, during the previous three school years, have completed an occupationally specific career and technology education training program (includes instructional delivery arrangements such as pre-employment laboratory education, career and technology education courses for students with disabilities, cooperative education, preceptorships, internships, mentoring, and job shadowing) prior to graduation. The follow-up survey has focused largely on the program completer's employment status, nature of employment or other pursuit, and employer evaluation of the former student, if employed. Traditionally, districts have determined which local personnel would be responsible for gathering the data (individual teachers survey their former students, campus level counselors or administrators survey former students from that campus, district level personnel survey former students districtwide, etc.) Survey results have been reported to the Texas Education Agency through the Vocational Education Data System (VEDS) Report and used for state program planning, management, and evaluation.

For the 1997-98 school year, the Texas Education Agency has funded a statewide project for obtaining the necessary follow-up information for program completers statewide. The survey results will be reported to both the Texas Education Agency and the respective local school districts. Follow-up results as determined by this project will relieve districts of any obligation to gather and submit the follow-up data on former secondary students. District personnel would be required to obtain follow-up data only to the extent to which the local district wishes to have information beyond that provided by the statewide project (the statewide project has been successful in obtaining information on less than 80% of the program completers from the previous three graduating classes).

If the statewide automated follow-up project continues to be funded by the Texas Education Agency, it will be possible for local district personnel to be largely or totally relieved of follow-up responsibilities for secondary students as required by the state. Local districts have the prerogative of requiring follow-up measures more extensive than required by the state. Otherwise, the report will be sent by the Texas Education Agency to the superintendent of local school districts typically in the spring of each year. Reports should be completed and filed by the date specified in the instructions for completing the report. Local school districts determine personnel and procedures needed for completing the report.

Program Evaluation

Title 19, Texas Administrative Code, 75.1025 states that each district and consortium shall annually evaluate the size, scope, quality, and effectiveness of its career and technology education programs. While specific evaluation criteria or instruments are not dictated by the state, the Texas Education Agency makes available a suggested evaluation instrument for home economics education programs. Local school districts determine the procedures and personnel needed for attaining compliance with the program evaluation regulation. The completed evaluation is kept on file in the district.

Goals and Evaluation Summary

The Goals and Evaluation Summary (VOC-003) is provided to home economics teachers by the Texas Education Agency; it is a campus level report which provides for coordination among home economics teachers on the campus in completing the planning, implementation, and evaluation process. Teachers are encouraged, at the beginning of the school year, to assess the total home economics program on the campus to determine strengths to be maintained and initiatives indicated to improve program effectiveness in preparing students for assuming family, community, and career roles. Following the year of individual and coordinated efforts toward these established goals, campus personnel should again work as a group at the end of the year to evaluate progress toward the established goals. The completed report with the appropriate administrator's signature should be submitted to the Texas Education Agency by June 15.

Funding Application and Expenditure Reports

The Standard Application System for Career and Technology Education was discussed previously in regard to the acquisition of state and federal funding for career and technology education programs. Local districts who wish to utilize special funds from either of these two sources must determine the process and personnel who will be involved in planning, evaluating, and budgeting for local programs as a basis for preparing the Annual Application for funds for the following school year. Likewise, the district should determine the personnel responsible for fund accounting in order to submit to TEA the required quarterly or annual expenditure reports to initiate the district's

reimbursement for funds expended. Personnel assuming these tasks vary from district to district; examples include administrative personnel, teachers, outside contractors, Education Service Center personnel, and personnel from another district who serve as fiscal agent for the Career and Technology Education Consortium of which several nearby schools are members. The district will determine procedures for documenting use of funds for such purposes as teacher travel, resource acquisition, capital outlay, etc.

Retention of Records

Texas law related to state records is administered through the State and Local Records Management Division of the Texas State Library and Archives Commission. Local school districts are responsible for adherence to state laws and are provided information and schedules for mandatory minimum retention periods for various records; however, local school districts have the option to choose longer time periods and additional guidelines for record retention if desired. As a general minimum guideline, career and technology/vocational education records should be retained for seven years following the project year. Records pertaining to individual students (such as training plans, student rating forms, progress reports, individual follow-up records, and records of a student's achievements related to career and technology education training) should be retained from the end of enrollment plus seven years. The minimum retention period for the Goals and Evaluation Summary is usually from the fiscal year end plus seven years.

Publicizing Home Economics Career Preparation

The success of Home Economics Career Preparation depends on positive relationships with the public. The purpose of publicity is thus to acquaint the public with objectives and accomplishments of Home Economics Career Preparation and generate public support. A well-planned public relations campaign informs students, parents, citizens, and businesses about the establishment or continuance of Home Economics Career Preparation prior to the beginning of the school year. Publicity throughout the year helps maintain interest and provide further explanation to the public. Publicity will also help recruit new students and training sponsors for future involvement.

A variety of means can be used to publicize Home Economics Career Preparation. Examples include newspaper articles, radio and television announcements, district and campus news media, presentations to civic organizations, student involvement in FHA/HERO programs and projects, advisory committee involvement, and personal letters and contacts.

Points about Home Economics Career Preparation that may be emphasized in presentations, printed material, and personal contacts include the following:

Advantages to the *student*:

- provides opportunity to determine whether or not the student is interested in a particular occupation
- provides opportunity to receive occupationally specific career preparation while completing requirements for a high school diploma
- provides occupationally specific training in actual business/industry settings
- provides technical information at the time the skills are being learned
- gives valuable occupational experience before high school graduation
- provides some assurance of full-time employment in an area of interest after graduation
- develops occupational knowledge and skills that enable the student to finance further education or training

Advantages to the *school and community*:

- provides occupationally specific training without the expense of providing state-of-the-art industry-simulated facilities and equipment for various occupations
- helps meet the need for trained, productive employees in the community
- establishes good community relations and provides opportunities for businesses, schools, and citizens to work in partnership to promote educational goals

Advantages to the *training sponsor*:

- through the combination of class instruction, work-based instruction, and teacher-coordinated supervision, provides more occupational training than an employer would ordinarily have time to give
- enables the training sponsor to benefit from competent student trainees who are eager and productive
- develops potential full-time employees who have been trained in the establishment
- offers opportunities to participate in an educational program of benefit to the community

Working with News Media

News media provide a powerful means of getting a message to the public. Using media resources to maximum advantage requires preparation and planning, and some trial and error. By learning to work effectively with local media, the Home Economics Career Preparation teacher-coordinator can more effectively generate public awareness and support for Home Economics Career Preparation.

It is important to be constantly alert for informational items related to Home Economics Career Preparation that are newsworthy. Information presented for media publication should be sufficiently interesting to warrant reporting, and it should be accurate. Local newspapers and stations are usually interested in receiving information about educational programs; many school districts and campuses have their own media who are especially interested in such items. The public is interested in its schools and enjoys reading and hearing about positive achievements of young people in the community. Items need not always be reported in long articles; a captioned photograph of a student trainee at the training station, or a training sponsor receiving a certificate of recognition, provides excellent publicity.

Feature or "spot" stories throughout the year might be written about the training sponsor appreciation event; students' views and reactions to their work-based training opportunities; the awarding of annual training certificates; interviews with training sponsors and students at the training station, including photographs when possible; reports and pictures depicting student achievements in FHA/HERO activities; interesting follow-up data or other information demonstrating the achievements of former students; and the presentation of recognition certificates to training stations and advisory committee members. Other individuals, such as students, training sponsors, and advisory committee members, can be enlisted to help identify information, events, or accomplishments that are newsworthy.

Format and timing are critical to having information published or aired by the media. Items submitted to news media are more likely to be used if they are in the preferred – sometimes required – format. Some news media prefer to receive news items in the form of a news article; others in the form of a news release or fact sheet. Sample newspaper articles are shown on page B-36.

Get to know the newspaper editors, and radio and television station managers, in your community; meet those reporters assigned to topics related to Home Economics Career Preparation. Learn how each prefers to work. Find out about deadlines; find out the times each day when specific personnel are busy and prefer not to be bothered; find out what form to use in providing information – whether a fact sheet or a written story would be preferred. Submit stories before the deadlines; stories turned in too far in advance or too late may not be published or aired.

Note: Local school districts have various policies and procedures for providing information to the news media. Teacher-coordinators should adhere to local school district policies and procedures concerning the release of information and photographs to the media.

Writing Tips

When writing news articles, remember that the opening paragraph is most important. Many readers do not read further than the opening paragraph, so "Who? What? Why? When? and Where?" are answered in the first sentences. Remember to keep sentences and paragraphs in news articles short. Names are important; include a number of names in the article, but be sure that all names are spelled correctly. Make sure facts, dates, times, and places are correct. Explain terms which may not be familiar to everyone the first time the term is used. Do not use an abbreviation without explanation. Always spell out Home Economics!

Enlist the help of students in gathering newsworthy information, taking photographs, writing new articles and releases, and even making media contacts. This will not only integrate writing and communication skills into the home economics curriculum for students, but will help promote Home Economics Career Preparation and save time for the teacher-coordinator.

FHA/HERO Activities

FHA/HERO Chapter activities can be especially newsworthy. Good human interest stories are often generated by community service, Family First activities, Families Acting for Community Traffic Safety (FACTS), STAR Events, and other programs; and news media seek stories of this nature. Activities performed jointly with other community groups, such as Emergency Medical Services or shelters/centers, get better media coverage – as do projects related to world or local issues that are receiving media attention. For example, an FHA/HERO project providing assistance to a community recently devastated by a tornado becomes an excellent human interest feature for a newspaper providing follow-up coverage.

Remember that FHA/HERO members are the best ambassadors for your programs. Members should be able to express the goals of the class in which they are enrolled, explain what they have learned, and relate their class activities to the chapter program/project. FHA/HERO members can often take the lead in making media contacts and generating newsworthy publicity for the chapter and Home Economics Career Preparation.

Using Other Public Relations Techniques

Other means of publicizing Home Economics Career Preparation include articles in district and campus publications, parent/guardian events, training sponsor events, career and course selection fairs, bulletin board or window displays, a page in the school yearbook, and school assembly programs. These means are especially effective for connecting with prospective students and their parents/guardians. Also, it is important to provide information to school counselors and to counsel students on career opportunities, career preparation opportunities, and the related selection and sequencing of courses.

Letters to prospective students and selected business persons have a personal touch not characteristic of other forms of publicity. Letters to business persons may be more effective if signed by a school administrator.

Additional suggestions for public relations include using business cards; student involvement in recruiting and promotional activities; leaving descriptive brochures in school administrative offices, counselors' offices, and businesses; the teacher-coordinator and/or students appearing on radio and television programs; and speaking before civic groups. Sample certificates, brochures, and business cards are presented on pages C-56 - 63.

Some guidelines to observe when planning public relations include the following:

- Develop an overall public relations plan for the year, determining in advance the most appropriate times to implement each specific item.
- Secure the approval of appropriate district personnel for the entire public relations plan, or for each publicity item as it is released. (Adherence to local school district policies and procedures is essential.)
- Emphasize what has been accomplished more than what is planned.
- Give due credit to all persons involved.

One of the most essential elements in a public relations plan is timing. A chart similar to the one on page B-37 might be used to list types of publicity planned and times when they would be most effective. Such a chart would be helpful in organizing the public relations plan and could also be used as a tool for obtaining input and support from advisory committee members.

Sample Newspaper Articles

NEW CAREER AND TECHNOLOGY PROGRAM OFFERED IN HIGH SCHOOL

Students at Anytown High School will have the opportunity this year to take part in a course which combines classroom education with work-based training in a variety of occupations.

"Classes in Home Economics Career Preparation have been added to the curriculum for junior and senior students," R.N. Pearson, Superintendent of Schools, announced.

Superintendent Pearson said that work-based learning experiences will be provided for students through mentorships, apprenticeships, internships, job shadowing, or part-time employment at cooperating businesses within the city.

Occupational areas included in the course are child care and guidance, management, and services; textile and apparel production, management, and services; food production, management, and services; housing, furnishings, and equipment production, management, and services; institutional maintenance management and services; and services for older adults.

Students may enroll for one or two years for three credits each year, according to Jo Williams, teacher-coordinator. Students will be able to receive occupationally specific training while completing requirements for a high school diploma.

"The addition of Home Economics Career Preparation will help provide the youth of Anytown with a well-rounded education that will develop skill in utilizing high academic competencies in occupational situations," said Williams.

Pearson said that an advisory committee of local business persons, parents, and students will be established to provide guidance and support.

Williams will be responsible for the selection and placement of students, and will coordinate the classroom instruction and work-based training experiences.

ADVISORY COMMITTEE NAMED

Ten local citizens have been selected to serve in an advisory capacity to Home Economics Career Preparation for the current school year at Anytown High School.

Named to the advisory committee were Dorothy Joiner, home service representative at the Cattleman's Utility Company; Cecilia Ochoa, dietitian at Northeast General Hospital; Colin Whatley, director of Brook's Day Nursery; Sherida Patton, Pattons' Ready-to-Wear owner; Marcus Alonzo, manager of the Circle Inn Motel; Jack Banks, manager of the Chamber of Commerce; Jesse Monroe, parent; Lou Smith, home economics teacher; and Emily Privec and Jacob Valdez, Home Economics Career Preparation students.

Superintendent of Schools, R.N. Pearson, who also will serve on the committee, announced the names of the members.

Students in the course receive class instruction and work-based training in home economics occupations.

Pearson said that the advisory committee will make recommendations for improvement of the program, aid in publicizing and promoting the plans, help select training stations, assist in evaluation of the course, and provide general advice as needed.

Jo Williams is the teacher-coordinator for Home Economics Career Preparation.

91

Sample Public Relations Planning Chart

Types of Publicity	before school opening	at school opening	each semester	once during year	end of School
Newspaper articles	X	X	X		X
Free radio and television time	X		X		
Presentations to civic clubs	X		X		
Letters to students and parents/guardians	X			X	
Parent/guardian orientation	X				
Training sponsor orientation	X				
School exhibits, posters, and brochures		X	X		
School public address system		X	X		
Community bulletin boards		X	X		
Interpret HECP to school counselors			X		
Interpret HECP to home economics teachers and students			X		
School publications			X		
FHA/HERO activities			X		
School open house				X	
Career fair and other student recruitment events				X	
Presentations for parent-teacher groups				X	
School assembly program				X	
Visual media presentations				X	
Appreciation certificates to training sponsors and advisory committee members				X	
Training sponsor appreciation event				X	
Section in school yearbook				X	
Letter of appreciation to training sponsors and parents/guardians					X

Introduction to FHA/HERO

Future Homemakers of America (FHA/HERO) is a dynamic and effective national student organization that helps young men and women become strong leaders in families, careers, and communities through home economics education. It involves approximately 240,000 students in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands. Texas membership in 1997-98 was approximately 26,000 with 1,090 chapters.

Home Economics teachers serve as local FHA/HERO advisors. Members are students through grade 12 who are taking or have taken home economics courses. Working through nearly 10,000 local chapters, FHA/HERO members develop and lead projects that address important personal, family, career, and societal issues related to home economics education.

FHA/HERO is a nonprofit national vocational student organization for young men and women. It is one of the nation's largest vocational student organizations and is open to students of all races and religious beliefs.

FHA/HERO Mission

To promote personal growth and leadership development through home economics education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through

- character development;
- creative and critical thinking;
- interpersonal communication;
- practical knowledge; and
- vocational preparation.

Purposes of FHA/HERO

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote home economics and home economics related occupations.

Advantages of FHA/HERO

An active FHA/HERO chapter offers a range of benefits for the school, the community, the home economics program, the teacher/advisor, and students. It's projects provide a framework for hands-on, career-related learning and demonstrate the relevance of school programs to students and community members. The vitality of home economics education is illustrated through real-world experiences, and teachers find students more interested in learning.

FHA/HERO promotes leadership experiences and student decision-making opportunities through the home economics education program. Chapter activities help extend classroom learning beyond the classroom. Through hands-on projects that they develop, implement, and evaluate, students encounter situations through which they

- accept responsibility;
- experience leadership;
- build relationships;
- develop appreciation for diversity;
- analyze and solve problems;
- apply academic and communication skills;
- adapt to change; and
- establish positive work-related attitudes and habits.

These benefits help meet members' needs for socializing, gaining recognition, and helping others – and having fun! Like their students, advisors may also want to be part of a group, gain recognition, and help others. Advisors can feel a sense of accomplishment as students develop new skills and experience success through their FHA/HERO activities. In addition, FHA/HERO provides a support network of other home economics teachers who are committed to and involved with students.

FHA/HERO offers a ready-to-use framework for implementing cooperative learning, interdisciplinary work, volunteerism, and career preparation. It is an ideal method for building student ownership in and responsibility for their own learning.

Home economics teachers become FHA/HERO advisors to

- relate school to careers;
- expand students' opportunities;
- tie home economics lessons to extended learning opportunities;
- demonstrate the importance of home economics education;
- encourage individual responsibility and creativity;
- meet administrative requirements;
- help shape future families, careers, and communities;
- enjoy the satisfaction of working with young people;
- show students how to help others;
- teach important life skills;
- advance the home economics education profession.

Organizing The Local Chapter

Each FHA/HERO chapter defines its own structure, and there are many ways to organize a chapter. Chapter members and the advisors may adapt or design a format and leadership structure that best fit their situation.

Chapters can be tailored to each school setting. Chapter structure can also be changed whenever the needs of the chapter change.

An advisor may choose to organize one of the following types of chapters:

- FHA chapters are for students who have been or are currently enrolled in comprehensive home economics courses.
- HERO chapters are for students who have been or are currently enrolled in home economics occupational courses.
- FHA/HERO chapters include both types of chapter members.

Chapter Structures

There are two categories from which members and the advisor(s) can select a chapter structure. One involves the number of chapters per school; the other determines whether most chapter work will occur during or outside of class time.

Number of chapters per school. The basic options are:

- one FHA, HERO, or combined FHA/HERO chapter per school;
- one FHA chapter and one HERO chapter per school;
- one FHA, HERO, or combined FHA/HERO chapter per home economics course;
- one FHA, HERO, or combined FHA/HERO chapter for each advisor in a multi-teacher school.

A teacher may affiliate only one chapter but may organize mini chapters (see diagram). Structuring chapters within each class period provides the advisor the opportunity to have "instant" committees (a committee per class). This works well when organizing and managing chapter projects.

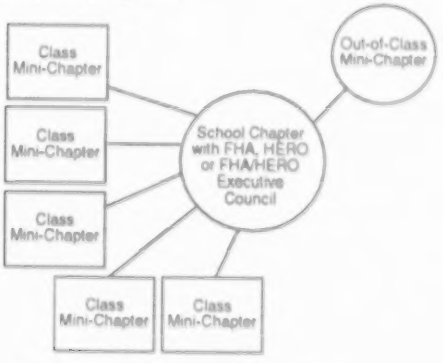


Figure 1 — One Chapter Per School

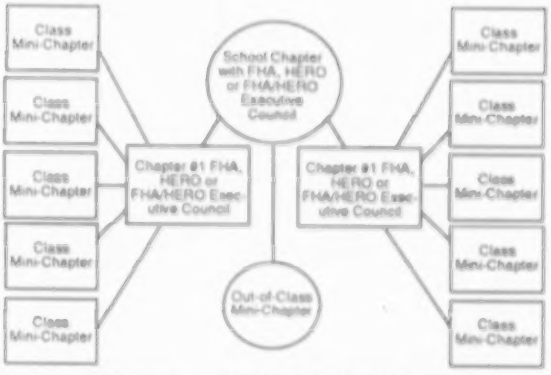


Figure 2 — One Chapter Per Advisor

BEST COPY AVAILABLE

Co-curricular or out-of-class. Factors that may determine your chapter's choice of structure include the following:

- available transportation;
- other commitments of potential and current members;
- school policies;
- advisor availability;
- available time slots for meetings.

Meetings and activities could take place during classes, activity periods, or lunch periods; before or after school; on weekends; or in the evening. Many co-curricular chapters schedule some out-of-class activities so members who are not currently taking a home economics class may participate.

Structure Adaptation

Because FHA/HERO advisors work with a wide variety of students in a wide variety of situations, many have developed structures and techniques that serve their members particularly well. Here are some of their tips.

HERO Chapters. HERO members are or have been enrolled in a home economics occupational course and may be members of HERO or combined FHA/HERO chapters. HERO chapters are usually strongly co-curricular, with nearly all chapter planning and work occurring during class time. Chapter activities provide students with opportunities to apply and gain recognition for their job skills, explore issues related to the career for which they are training, serve the community, develop career-related skills, and enhance their resumés and job application. Community service projects may be planned during class time or as an after school activity.

Some occupational programs encourage all their students to become HERO members, and many HERO chapters earn enough money through chapter-run businesses to pay dues for all class members. Many HERO chapters structure themselves around their curriculum, with each occupational class course affiliating as a separate chapter.

Chapters in Urban Settings. Advisors who work with students in urban schools often find that members have other responsibilities that keep them from participating outside of class time. Co-curricular FHA/HERO offers such students a wealth of opportunities without limiting participation to the "lucky few" with time and funds available for out-of-class participation.

At the same time, advisors can create opportunities to take urban students out of their neighborhoods by planning educational and rewarding activities. An effective chapter structure will provide for some outside-the-school activities and educational tours.

Chapters with Special Needs Members. The self-directed, self-evaluated nature of many FHA/HERO activities makes them suitable and rewarding for students with physical and mental challenges. Depending on how the school is structured, such students may belong to chapters with other members who are quite similar to them or with others who have a broad range of ability levels.

Advisors who work with special needs members find it especially helpful to recruit a co-advisor to help serve the students' varied needs. A special-needs educator, counselor, parent, alumni, or experienced student members can discover a wealth of personal reward while helping special-needs students participate and experience success through FHA/HERO.

Block Scheduling and Year-Round School. As communities continue to develop educational systems that will best serve their needs, many schools schedule courses in six, nine, or twelve-week blocks or rotate students into and out of school throughout the calendar year. The FHA/HERO chapter structure can take such situations into account.

For example, the chapter structure in a school that uses block scheduling needs to address ways to keep members informed and involved during the time blocks when they are not taking home economics courses. Here are some possibilities:

- Such students might be able to use their study hall to join in-class chapters when they hold formal meetings.
- An out-of-class section or chapter might be formed to parallel the co-curricular chapter(s) and provide input to an overall executive council, if any. Another teacher, an Alumni & Associates member, or an experienced student leader might be willing to coordinate this group.
- Such students might focus on individual projects during the time periods when they are not in a home economics course, then participate in group projects when they are in a course.
- In some schools, it might be possible to have such students assigned to a homeroom or study hall that the chapter advisor oversees. This would provide opportunities for regular updates and contact.
- Such students can be encouraged to affiliate early in the school year and be extended special invitations and encouragements to participate in out-of-class trips, activities and projects.
- Develop a newsletter for distribution to members who are not currently enrolled in a course but are involved in the organization.

Starting a New Chapter

Affiliation forms are mailed to all chapter advisors and to potential advisors in the fall of each year. Affiliation forms need to be collected and returned, for full benefits, by November 1 of each year. In order to compete in STAR Events or run for office, the form must be postmarked by the November 1 deadline. Affiliation is accepted throughout the school year.

Quick Start. Use the "FHA/HERO Chapter Start-up Checklist" (see page B-44) to help establish your chapter. The regional, state, and national officers are available to assist you or you may contact the state office or another advisor for assistance. Texas officers are required to do training in local schools to assist chapters in becoming familiar with the organization. Once you have covered the basics, jump in. No advisor knows all there is to know about guiding an FHA/HERO chapter, and the best approach is often to get students involved and in charge – then see how things turn out!

Try these quick start steps:

1. Affiliate a chapter with the state and national FHA/HERO organization.

2. Explain to your students in the home economics classes that the organization is part of the course and is a national and state organization that networks with students from across the nation. Emphasize that the organization focuses on helping youth become leaders in families, careers, and communities. Point out how the FHA/HERO purposes relate to the course of study. Make FHA/HERO visible in the classroom with publications, posters, stickers, etc.

3. Introduce the five-step FHA/HERO planning process as a tool for solving problems, individually and as a group.

4. Have students brainstorm hands-on projects that relate to the course of study. Guide students through related activities and projects.

5. Use the *Step One Booklet* (available from the state and national associations) to evaluate students' knowledge of the association.

6. Recognize individual and group FHA/HERO accomplishments.

FHA/HERO Chapter Start-up Checklist

- ❑ Review files in the home economics department to determine previous FHA/HERO activity.
- ❑ Gather and review information about FHA/HERO. Contact the state advisor and talk to nearby advisors.
- ❑ Review school policies related to student organizations.
- ❑ Discuss the possibility of starting a chapter with prospective members (any student who has taken or is taking a home economics class).
- ❑ Discuss with school administrators the advantages of starting a chapter, pointing out the relationship of FHA/HERO to the home economics curriculum and the value it adds to the school program.
- ❑ Request a chapter membership packet from the state association or national FHA/HERO headquarters.
- ❑ Determine a chapter structure.
- ❑ Introduce FHA/HERO in home economics classes and guide students to form a chapter and begin a project. (The *Co-Curricular Guide*, available through the *FHA/HERO Publications Catalog*, provides lesson plans.)
- ❑ After the chapter is formed, affiliate – send in national and state dues – as soon as possible to begin receiving state publications, *Teen Times*, and other chapter mailings. (For more information on affiliation, refer to the *FHA/HERO Chapter Handbook* and contact your state advisor.)
- ❑ Attend region and state meetings to become familiar with FHA/HERO activities. Try to attend a nationally sponsored Cluster Meeting (October-November) or the National Leadership Meeting (July) to network with other FHA/HERO advisors and receive information about national programs and activities.

Integrating FHA/HERO Programs into Home Economics Content Areas

Future Homemakers of America activities can be very effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, etc.) As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the respective courses. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desire of the students involved.

A variety of chapter project ideas related to home economics content areas are provided in the *FHA/HERO Chapter Handbook* available through the *FHA/HERO Publications Catalog*. Ideas for group and individual projects related to Home Economics TEKS are provided in the *Course-Specific Implementation Supplements* available from the Home Economics Curriculum Center at Texas Tech University.

Figure 3 on page B-46 shows how state and national FHA/HERO programs fit into the home economics content areas.

Integrating FHA/HERO Programs into Home Economics Content Areas, cont'd.

Figure 3

	Child Development, Education, and Services	Consumer and Resource Management	Family Studies and Human Services	Nutrition and Wellness/Food Science and Technology	Hospitality	Environmental Design	Textiles and Apparel
Career Connection	X	X	X	X	X	X	X
Community Service Award	X	X	X	X	X	X	X
FACTS	X	X	X				
Families First							
Families Today	X		X			X	
You-Me-Us	X		X				
Meet the Challenge	X	X	X			X	X
Balancing Family and Career	X	X	X	X	X	X	X
Parent Practice	X	X	X	X		X	X
Financial Fitness							
Banking Basics	X	X	X	X	X	X	
Cash Control	X	X	X	X	X	X	X
Making Money	X	X	X	X	X		
Consumer Clout	X	X	X	X	X	X	X
Financing Your Future	X	X	X			X	
Leaders at Work in Food Service					X		
Power of One							
A Better You	X		X	X	X	X	X
Family Ties	X		X			X	
Working on Working	X	X	X	X	X	X	X
Take the Lead	X	X	X	X	X	X	X
Speak Out for FHA/HERO	X	X	X	X	X	X	X
Project Earth 2000	X	X	X			X	X
STAR Events							
Applied Technology	X	X	X	X	X	X	X
Chapter Service	X	X	X	X	X	X	X
Chapter Showcase	X	X	X	X	X	X	X
Entrepreneurship	X	X	X	X	X	X	X
Focus on Children	X	X	X	X			X
Food Service					X		
Illustrated Talk	X	X	X	X	X	X	X
Interpersonal Communication	X	X	X	X	X	X	X
Job Interview	X		X	X	X	X	X
Parliamentary Procedure	X	X	X	X	X	X	X
Skills for Life	X	X	X	X	X	X	X
Student Body							
Nutrition	X	X	X	X	X		
Fitness	X	X	X	X	X		
Self-Esteem	X		X	X	X		X

Management of the Organization

It is important to remember that Future Homemakers of America boasts that it is a student-run organization. We all know even though youth organizations are run by the youth, they require the assistance of adults – those concerned about and committed to youth. The young people need room to experiment and explore, but they also need to feel there is someone to back them up – to support them if they fail, encourage them to try again, and congratulate them when they succeed.

Advisors help members grow by motivating, guiding, sharing, and participating while at the same time letting youth assume the major role in planning and carrying out chapter actions.

Advisors need to remember they are not chapter presidents, but the individuals responsible for giving guidance, support, encouragement, and direction.

Roles of Members and Advisors

Members	Advisors
• Identify concerns and project ideas	• Encourage all students' input • Ensure suggestions related to course
• Choose projects	• Ask questions that guide students to evaluate pros and cons of each option
• Develop plans	• Introduce the planning process • Guide students to consider all phases of planning
• Assume leadership roles (run meetings, gain administrative approval, research information, contact speakers, fill out forms, serve as group/team leaders)	• Encourage student leaders • Model appropriate leadership behavior • Suggest leadership resources • Guide leadership to coordinate member participation
• Carry out plans and use resources	• Suggest programmatic resources • Redirect inappropriate efforts
• Publicize results	• Recognize supporters and participants • Suggest public relations resources
• Evaluate experiences	• Ask leading questions • Encourage input from all students • Encourage openness and honesty

Chapter Files and Resource Center

Having a special place to keep chapter-related materials aids chapter organization and continuity from year to year. It also makes FHA/HERO materials more accessible to members and helps them stay informed about the organization.

The resource center may be a small area in the home economics department where current chapter, state, and national publications and related books and magazines are displayed for member use. The area might also contain a member message board, audiovisual materials, a file of useful articles clipped from magazines and newspapers, the chapter's historical files, and FHA/HERO posters and displays designed to encourage members to use the center.

Information is easily accessible when files are arranged in alphabetical order. Color coding each file folder according to national, state, region, and chapter information can make the filing system even more usable. Consider organizing chapter files into the following categories, and develop additional sections as needed.

Activity and Project Ideas
Addresses
The Adviser
Advisory Committee
Affiliation Forms
Agendas
A+ Conferences
Application Forms
Artwork
- Emblem
- Letterhead
- Cartoons
- Clip art

Alumni & Associates
- List of local members
- Application forms

Banquet
Bulletin Board Ideas
Bylaws
- National, state, chapter

Calendar of Events
Career Connections
- Manual

Career Materials
Catalogs
- FHA/HERO Publications
- Emblematic Supply Service

Ceremonies
- Emblem
- Initiation
- Officer installation
- Opening and closing

Cluster Meetings
Committees
- Folder for each

Community Service Award
- Application
- Projects

Correspondence
- Incoming
- Outgoing

Evaluation Forms
FACTS
- Handbook
- Application
- Projects

Families First
- Handbook
- Application
- Projects

Families Today
FHA/HERO Week
Financial Fitness
- Handbook
- Projects

Financial Record
- Budget for the year
- Treasurer's reports

Fundraising
- Ideas
- Current projects

Handbooks
- National, state, chapter

History of Local Chapter
- Chapter presidents
- Distinguished Service Award recipients
- Alumni Achievement Award recipients
- Honorary Members
- Membership rosters
- Past officers
- Photographs
- Scrapbooks

Japanese Exchange Program
Leaders at Work in Food Service
- Handbook
- Application
- Projects

Membership
- Current roster/affiliation form
- Recognition application
- Recruitment ideas
- Step One

Minutes
- Chapter meetings
- Executive council meetings

National Leadership Meeting Officers
- National, state, region, chapter
- Election procedures
- Officer Duties (folder for each)

Parliamentary Procedure
Planning Process
Posters
Power of One
- Workbook
- Projects

Program of Work
Project Earth 2000
- Application
- Projects

Public Relations
- Manual
- Press, radio, TV contacts

Recreational Ideas
Region Meetings
Resources
STAR Events
- Manual
- Folder for each event

State Correspondence
- Fall mailing
- January mailing
- State publications

State Meetings
Stationery
Student Body
- Handbook
- Projects

Teen Times

Resources

Local Resources

There are many individuals, groups, and organizations right in your neighborhood or community that can provide information for chapter projects. Many nationwide organizations have local, county, or state units. Try to start with the unit closest to your school, since it can probably provide information and assistance geared to your locale. Use the following checklist to consider local resources you might contact.

Alcohol and Drug Abuse
Al-Anon/Alateen
Alcoholics Anonymous
American Automobile Association
American Red Cross (youth services)
Crisis hotline
Halfway house
Narcotics Anonymous
Police
Rehabilitation center
School nurse
Substance abuse agencies (county, city)

Career Awareness and Preparation
Alumni & Associates members
American Association of Family and Consumer Sciences
College career planning and placement office
Employment training agency (county, city)
Guidance counselors
Home economics professionals in business
Local businesses
Other vocational student organizations

Children
Boys Club/Girls Club
Child care centers
Elementary schools
Home economics teachers
Head Start
Health care providers
Homeless programs/shelters
Preschools
Public library
Social services agencies (county, city)

Community Service
Civic organizations (Kiwanis, Rotary, Lions, etc.)
Communities of worship (churches, synagogues, mosques)
Community volunteer agencies/coordinators
Domestic violence programs/shelters
Homeless programs/shelters
Hospitals
Nonprofit organizations (child care centers, hospitals food banks, etc.)
Nursing homes
Parks and recreation agency (county, city)
School personnel
Social service agencies (county, city)

Domestic Violence
Child abuse and neglect agency (county, city)
Child development teachers
Child Welfare League
Coalition Against Domestic Violence
Domestic violence shelters/programs
Family court
Health care providers
Hospital emergency ward
Police

Drunk Driving
American Automobile Association
Mothers Against Drunk Driving
Motor vehicles agency (county, state)
National Highway Traffic Safety Administration
Police
Students Against Driving Drunk

Elderly
Aging agency (county, city)
American Association of Retired Persons
Elder care center
Health care providers
Home health services agency or business
Meals on Wheels
Nursing homes
Senior citizen centers
Social Security office

Environment
Agriculture teachers
Conservation clubs
Cooperative Extension Service
Keep America Beautiful
Science teachers
State Department of Energy
State Interior Department
Utility company

Family
Adult education programs
Civic organizations (Kiwanis, Rotary Club, Salvation Army, etc.)
Communities of worship (churches, synagogues, mosques)
Cooperative Extension Service
Home economics professionals in business
Home economics teachers
Health care providers
Parent-teacher organizations
Social services agencies (county, city)

Finances/Consumerism
Accounting/bookkeeping teachers
Better Business Bureau
Certified financial planners
Certified public accountants
Chamber of Commerce
Consumer Product Safety Commission
Cooperative Extension Service
Consumer affairs agency (county, city)
Home economics professionals in business
Home economics teachers
Family finance counselors
Financial institutions
Financial specialists
Junior Achievement chapter
Stock brokerage

Fitness/Nutrition
Cardiac rehabilitation center
Cooperative Extension Service
Food company home economics professionals
Health agency (county, city)
National Dairy Council
Nutrition or food science teachers
Overeaters Anonymous
Registered dietitians
School lunch program coordinators
Weight Watchers
YMCA/YWCA

Health
American Cancer Society
American Red Cross
Health care providers
Health teachers
Home health services agency/business
Hospitals
Public health nurses
Public health agency (county, city)
Foundations (e.g., Cystic Fibrosis, March of Dimes, Easter Seals, etc.)
School nurses

Leadership Development
Civic leaders
Community organizer
FHA/HERO advisors
FHA/HERO officers
Other vocational student organizations
Politicians
Student council adviser/officer
Toastmasters, Inc.

Legislative Awareness
Civic leaders
Elected officials
League of Women Voters (local chapter)
Local Republican and Democratic organizations
Student council

Persons with Disabilities
Developmental center
Foundations (e.g., Cystic Fibrosis, March of Dimes, Easter Seals, etc.)
Mental health agency (county, city)
Mental health associations
Physical therapy center
Sheltered workshop
Special education teacher-coordinators

Public Relations and Communication Techniques
Media professional (radio, TV, newspaper)
Photography club
Public relations professional
School departments (e.g., drama, speech, English, journalism, art)
School media center
School newspaper staff
Vocational-technical schools

Safety/Crime Prevention
American Red Cross
Fire department
Hospital
Neighborhood Watch
National Crime Prevention Council
Police

Teen Parenting and Related Issues
Alternative schools
Child development/family relations teacher
Church counselor
Community clinic or crisis center
March of Dimes (local chapter)
Public health agency (county, city)
School and public health nurse
Social services agency (county, city)

State and National FHA/HERO Resources

Many state and national organizations exist which can serve as useful resources for FHA/HERO chapters. Maintaining a folder for Resources in your chapter files provides ready access to such organizations; include addresses, phone numbers, and E-mail and web addresses as applicable.

A listing of national agencies and organizations that have been useful resources for other FHA/HERO chapters is provided in the *FHA/HERO Chapter Handbook*, available through the *FHA/HERO Publications Catalog*. Professional development conferences, FHA/HERO meetings, networking with other teacher/advisors, telephone directories, and Internet searches are examples of ways to add to a resource file.

Following is information for contacting the national FHA/HERO organization:

FAX on Demand*	1-800-NFO-TOGO 1-800-636-8646

*FAX on Demand is a twenty-four hour service to receive information from national headquarters on topics related to Future Homemakers of America

National Headquarters

phone:	800-234-4425
FAX:	703-860-2713
E-mail:	natlhdqtrs@fhahero.org
mail:	1910 Association Drive Reston, VA 20191-1584

Following is contact information for the Texas state association and state advisor.

Texas Education Agency
Home Economics Unit

phone:	512-463-9454
FAX:	512-475-3575
E-mail:	www.tea.state.tx.us
mail:	1701 N. Congress Austin, Texas 78701

Future Homemakers of America
Texas Association

phone:	512-459-3269
FAX:	512-454-0311
mail:	P.O. Box 9616 Austin, Texas 78766

Special appreciation is expressed to Future Homemakers of America National Association for granting permission to reprint segments of the *FHA/HERO Chapter Handbook*. This document, a recommended resource for FHA/HERO advisors, is available through the *FHA/HERO Publications Catalog*.

Suggested Guidelines for Establishing an Advisory Committee

An advisory committee contributes to the success of Home Economics Career Preparation. Careful selection of members must take place to ensure the committee's effectiveness. A close relationship between the school and training sponsors in the community is vital.

Membership

An effective advisory committee includes a representation of stakeholders and the community population. Suggested composition includes the following:

- Include five to nine members who may serve single or multiple year terms; if using multiple year terms, staggering when the terms begin will maintain continuity and level of experience.

- Include managers or owners of businesses who can provide information on
  - * the need for trained employees in the respective industries.
  - * expectations employers have for employees in their businesses.

- The committee should include at least one or two training sponsors (who may or may not be managers or business owners) who are directly involved with student trainees. Their contribution is similar to that noted for managers. Training sponsors may be employees rather than managers or owner of the businesses.

- Include a school administrator, such as the career and technology administrator, principal, or assistant principal. This committee member can aid in interpreting the educational objectives and policies of the course. Usually, only one school administrator would serve in any one year.

- Other committee members may include parents/guardians, students, recent completers of the Home Economics Career Preparation course, representatives of business organizations such as the Chamber of Commerce or other service organizations, media representatives, and career and technology counselors. These members can help identify services needed, identify available resource materials, and publicize the course.

- The committee should have an appropriate representation of both genders and should reflect an appropriate balance of the racial and ethnic composition of the community and the region served by the committee.

Meetings

- Notify members of the meeting date, time, and location by mail at least two weeks prior to the scheduled date of a meeting; request that members respond indicative to whether they plan to attend. Follow-up with a telephone call one week in advance.
- Limit the length of the meeting to two hours or less with a pre-approved agenda and a designated timekeeper.
- Follow rules of parliamentary procedure during meetings. The latest edition of Robert's Rules of Order could serve as a guide.
- Establish written bylaws.
- Disseminate minutes of the meeting within one week.

Functions of the Advisory Committee

- Conduct program evaluation.
- Secure resources.
- Recommend guest speakers.
- Project the impact of industry trends on Home Economics Career Preparation.
- Market the program in the community.
- Assist with student recruiting efforts.
- Provide contacts for additional training stations.
- Assist with ad hoc projects, such as scholarships, special events, etc.
- Network and serve as advocates for the program.

Sample Advisory Committee Invitation Letter

(School Letterhead)

(Date)

(Inside Address)

Dear *(Name)*

The *(Name of School System)* invites you to participate as an advisory committee member for *(Name of High School)* Home Economics Career Preparation. Your term of service on the committee would be for the *(Beginning and Ending Years)* school year(s).

The functions of the advisory committee are to make constructive recommendations for maximizing the effectiveness of Home Economics Career Preparation and to serve in other advisory capacities as needed. The committee will function under the guidance of *(Teacher-Coordinator's Name)*, teacher-coordinator for Home Economics Career Preparation, and will meet a minimum of *(Specify the Determined Number)* times during the year. If you desire further information concerning Home Economics Career Preparation before responding to this invitation, please contact *(Name) (Phone)*.

You will be called next week regarding your decision.* Your participation as a member of the council would be a service to both the school and to the community.

Sincerely,

(Name of Superintendent or Principal)
(Position)

(Name of Teacher-Coordinator)
Home Economics Career Preparation
Teacher-Coordinator

***Note:** The superintendent or principal may wish to designate the career and technology education administrator or teacher-coordinator to make the follow-up call.

Management of Classroom Instruction

Classroom instruction in Home Economics Career Preparation is divided into two approaches:

- group instruction (also referred to as general related instruction) — instruction addressing a core of common essential knowledge and skills relating to all home economics occupationally specific training areas
- individualized instruction (also referred to as specific related instruction) — instruction addressing the essential knowledge and skills unique to each student's occupational objective and work-based training experiences

Determining an appropriate balance between the two methods of instruction is one of the greatest challenges of the teacher-coordinator. The importance of individualized instruction cannot be overemphasized; however, it is difficult to maintain student interest if this method is used daily. On the other hand, a class that is taught primarily by group instruction cannot possibly address the specific learning needs of each student — personal development needs as well as learning to compliment the varied training experiences from the student's work-based training placement. Factors influencing the decisions concerning individualized instruction include the following:

- availability of resources—curriculum materials, audiovisual aids, computers, access to laboratories
- articulation agreements—meeting the requirements of postsecondary programs, if appropriate
- the teacher-coordinator's teaching assignments—the nature of courses and the number of students, classes, and preparations

Various approaches to managing class instruction are as follows:

- Spend the first six weeks utilizing group instruction to address topics vital to student success at the training station, such as safety, company policies, getting along with co-workers, etc. The remaining time could be devoted to individualized instruction with some exceptions. A unit on income tax is timely during tax season. Topics on future employment, career choices, and terminating employment are best covered near the end of the school year. Other topics such as entrepreneurial opportunities and management practices can be included at appropriate times to meet student needs and interest.
- Develop a class calendar showing which days will be used for group instruction and which for individualized instruction (recognize that class length and interval will impact the number of consecutive classes needed for group or individualized instruction to maximize productivity and continuity).
- Have a standard practice that certain days of the week are utilized for group instruction and certain days of the week are utilized for individualized instruction.
- Alternate instruction in units of one, two, or three week blocks.

When planning how class instruction will be managed, consider the following:

1. It will be necessary to address several topics as a part of classroom instruction very early in the school year. The following simultaneous priorities will surface:

   - Job application and interview skills for students not yet placed in training stations
   - Policies and procedures which all students will be expected to follow
   - Safety practices and information related to each student's training placement
   - Class operations and student record keeping

   Addressing several simultaneous priorities can be facilitated by grouping students within the class. For instance, those students not yet placed in training stations may form a group for work on placement skills while other students are released for their work-based training; first-year students might form a group to study class operations, student record keeping, and policies and procedures; as a review, second-year students might participate in the initial orientation of class expectations and operations with the first-year students, then begin independent study or small group work (with others training in the same occupational area) of safety related to their work-based training assignment. A tool such as that shown on page C-32 can be used as a self-paced assignment to facilitate the students becoming familiar with their training station.

2. Safety should be taught early in the school year. This practice will help to safeguard student safety as well as eliminate certain liability issues for the school. A study of safety might include the following:

   - Have students work in groups with others training in the same occupational area or, if numbers allow, who are in comparable points in the training rotation for an occupational area. Students can research and study safety policies, practices, and issues specific to their training assignment.
   - Have second-year students recount safety practices and problems/issues they encountered during their first year in career preparation.
   - Have a school liaison officer talk about theft, robbery, and general personal safety.

3. Many schools have first and second-year students combined in the same class, creating a challenge for the teacher-coordinator to meet their needs. Consider the following:

   - Realize that some information needs to be heard more than once. Following initial discussions (which will serve as initial instruction for first-year students and review for second-year students), first-year students might work on more basic instructional activities than the more in-depth activities assigned to second-year students.
   - Second-year students can serve as resources for some of the units of study.
   - Allow second-year students to assume major leadership roles in arranging guest speakers and field trips for the class.
   - Plan some group instruction topics and activities that are unique for second-year students.

4. Students training for a variety of home economics occupational objectives may be scheduled in the same career preparation class (this is especially likely if students will be involved in paid work-based training placements). This heterogeneous grouping of students will again create a challenge for the teacher-coordinator to meet their needs. Consider the following:

   - Realize that some content for classroom instruction will be essentially the same regardless of the student's occupational objective. This content can be addressed through group instruction for the entire class.
   - Although a class may include students pursuing training in several occupational areas, there likely will be multiple students training in each area. This will facilitate grouping students by occupational area for some small group study activities. Study groups can be both advantageous to student learning (because of the nature of instructional activities that are possible and because of the process of learning from other students having similar work-based training experiences), but also can make classroom instruction more manageable.
   - Curriculum materials are available from the Home Economics Curriculum Center for use in independent study for each home economics occupational training area.

5. Student documentation of training hours and wages earned, if applicable, is necessary (examples on pages C-20 - 23). Documentation of training responsibilities, reactions, and achievements is recommended, but not required (example on page C-19).

6. Teach goal setting after students receive their first evaluation by the training sponsor. Have students set training goals each grading period. The FHA/HERO Power of One Module "Working on Working" is an excellent resource for this purpose.

7. Be flexible – lesson plans should change each year to reflect changing needs of students and changing circumstances and workforce needs of business/industry.

8. Provide instruction and activities to compliment the students' work-based training experiences. Knowledge and skills that are essential components of preparation for the occupational objective (included in the TEKS and on the training plan) but that are not included in the training opportunities at the training station will require more extensive and varied classroom instruction and, potentially, supplementation with special work-based training assignments through short-term internships, mentorships, or job shadowing.

9. Utilize students in the process of grading the volume of materials resulting from independent study; a pass/fail review may be appropriate in some instances. Student learning from individual study activities may be determined in a variety of ways in addition to standard testing.

10. Expect training sponsor visits to be an ongoing process. In addition to routine coordination visits, distribute student evaluations to the training sponsors each grading period allowing ample time for completion, review, and discussion.

11. Early in the year involve students in the process of planning the ways in which appreciation will be expressed to participating training sponsors. Facilities and service providers will need to be booked if an appreciation event is planned; events conducted in early April can avoid much of the "end-of-school" avalanche of events while being able to recognize achievements spanning most of the school year.

12. Develop and utilize student leadership skills to facilitate classroom management. Responsibilities related to FHA/HERO activities or other classroom activities can be delegated to students; for instance, students can select, arrange, and send notes of appreciation to guest speakers or sites for field trips.

13. Utilize the wide array of available FHA/HERO programs and resources to promote student interest and the development of leadership and other occupational knowledge and skills.

14. Group instruction or individualized instruction can be utilized to work with students who have not passed portions of the TAAS test.

Resource Materials

Reference books, student activity books, and curriculum guides and supplements – which are available for each home economics occupationally specific training area – provide the core curriculum for individualized instruction. These materials must be enhanced with additional information and activities to keep the student interest level high and to most effectively address all TEKS. Using a variety of methods and activities is just as important in individualized instruction as in group instruction. Student activity book assignments need to be alternated with audio visuals, computer learning experiences, group discussion, and hands-on activities. Obtaining effective enhancement resources for Home Economics Career Preparation is critical to effective instruction. Suggestions regarding sources and specific resources can be obtained through professional development activities – both from the information presented at the sessions attended and by the exchange of ideas with other teacher-coordinators in attendance.

Sample Course Outline Group Instruction

First Year, First Semester

I. Introduction and Orientation
   A. Class organization
      1. Home Economics Career Preparation policies
      2. Classroom policies
      3. Attendance policies
      4. Student information card
      5. Parent letter
      6. Course syllabus
   B. Training experience
      1. Training plans
      2. Training sponsor evaluation of student trainee
   C. Daily/Weekly recordkeeping
   D. Understanding your paycheck
   E. Leadership skills — FHA/HERO
      1. Group planning and action
      2. Parliamentary procedure and group meetings
      3. Personal development
      4. Community service

II. Skills for Work
   A. Safety
      1. OSHA Standards
      2. Personal
   B. Succeeding on the job
      1. Communication
      2. Understanding self
      3. Human relations with co-workers
      4. Human relations with training sponsors
      5. Human relations with customers/clients
      6. Planning and organizing work
         a. Management process
         b. Time management
         c. Work simplification
      7. Ethics, policies, and procedures
   C. Appearance and manners for the job

Sample Course Outline Group Instruction

First Year, Second Semester

I. Financial Management
   A. Budgets
   B. Banking
   C. Credit
   D. Insurance
   E. Income tax

II. Entrepreneurship

III. Employability skills
   A. Applications for employment
   B. Resumés
   C. Job interviews
   D. Terminating employment

IV. Portfolios

V. Leadership skills
   A. Employer/training sponsor recognition
   B. Etiquette and appearance for special occasions
   C. Communications

Seniors only:

VI. Opportunities for further education and training
   A. Scholarship applications
   B. Standardized tests (ACT, SAT, TASP)
   C. Individual education and training needs
   D. Education and training opportunities and resources

Coordinating Individualized Instruction

Individualized instruction related to each occupationally specific training area should be closely correlated with the work-based training experiences. This is accomplished by cooperation of the teacher-coordinator and the training sponsor in developing the training plan and by supervision of the student at the training station. Although training plans are developed to meet the individual needs of the student, it is usually not practical for each individual student to have personally tailored assignments. Students can be successfully grouped by occupational training areas. This reduces teacher preparation time and allows students to benefit from others through cooperative learning. Keeping all students on task can be accomplished by having students document daily learning experiences and accomplishments on a weekly log. Posting weekly assignments for each occupational group reminds students of tasks to accomplish for the week and serves as a reminder for the teacher at a glance. A detailed outline of the scope and sequence of learning experiences should be developed for each occupationally specific training area and personally tailored for each student. This allows students to move to the next assignment without having to wait for instruction from the teacher. A sample outline for the first year of Child Care and Guidance, Management, and Services follows.

Sample Outline for Child Care and Guidance, Management, and Services

Essential Knowledge and Skills	Related Study Assignments
1A, 1B, 1C	1. Chapter 23 Child Care Program Organization/ Administration Reading assignment: Day-care Center Minimum Standards and Guidelines Video: Child Care Alternatives (See also chapters 22 and 26.)
1C, 1D, 3C, 4E, 8F	2. Chapter 3 The Child Care Center Video: Goal Setting For Early Childhood Resource File: Peek-a-boo folders
2D, 3E, 4D, 5B	3. Chapter 5 A Wholesome Childcare Environment Video: Learning Can Be Fun Resource file: Picture cards
7A, 7B, 7C, 7F, 7G, 7H	4. Chapter 21 Guidance and Child Behavior Video: Discipline — Appropriate Guidance Discussion: Day-care Center Minimum Standards and Guidelines
4E	5. Health, Safety, & Nutrition Chapter 11 Child Abuse and Neglect Chapter Review pg. 257 Group discussion: Day-care Center Minimum Standards and Guidelines
5A, 5B, 5C, 5D, 5E	6. Creative Activities Unit 17 Creative Music Resource file: Music cards

	Lab: Each student teaches a song
4A, 4B, 4D, 4E, 8C, 8D, 8E	7. Chapter 4 Influences on the Development of Children Test Chapter 4 Resource File: Transitions/Finger plays
3A, 3F, 4D	8. Chapter 6 Health Awareness and Response Video: Childhood Illness
2B, 2C, 3D, 4D	9. Chapter 9 Handling Emergencies CPR Training
2A, 2D, 3A, 3B, 4D, 6A, 6B, 6D	10. Chapter 7 Healthy Child Care Procedures Filmstrip: Food as Children See It Lab: Food for Children
2A, 2B, 3E, 4D	11. Chapter 8 Safety Creative Activities Unit 23 Creative Health and Safety Experiences Resource file: Develop health and safety activity
4A, 4B, 4D, 4F, 5F	12. Chapter 11 Principles and Areas of Development Video on developmental stages of children (See also Chapters 12, 13, and 14.)
4D, 5C, 5D, 5H	13. Chapter 15 Teaching Strategies Video: Play and Learning Discussion: Lesson plans and activities Lab: Developing and teaching a lesson (See also Chapters 16, 17, 18, and 19.)
2A, 4D, 5C, 6E, 7D	14. Chapter 10 Daily Routines Video: Environments for Young Children (See also Chapters 16, 17, 18, and 19.)
4B, 5A, 5B, 5C, 5D, 5E	15. Creative Activities Unit 16 Creative Movement Resource file: Large and small motor skills activities
4B, 4C, 5C, 5D, 5E	16. Chapter 20 Development in Children with Special Needs
1B, 1C, 5C, 5E, 5F, 5G	17. Chapter 24 Curriculum Management Video: Appropriate Curriculum for Young Children: Role of Teacher Observation assignment
1B, 1C, 6A, 6B, 6C, 6E	18. Chapter 25 Food Service Management Video: Food Safety
1B, 1C, 9A, 9B, 9C	19. Chapter 27 Parent, Community, and Professional Relationships
4F, 7E, 8A, 8B	20. Understanding Child Development Unit 19 The Adult Role in Learning Parental and Social Factors Chapter Review pg. 306 Group Discussion: Activity 1 pg. 304
5H	21. Understanding Child Development Unit 34 The Impact of Technology Chapter Review pg. 628 Group discussion: Activity 1 pg. 624 Ways of Regulating Television Viewing

Seasonal Units — Creative Activities Involving Holidays

4B, 5A, 5B, 5C, 5D, 5E

Creative Activities Text
1. Unit 24 Halloween/Fall Festival
   Resource file activities
2. Unit 25 Thanksgiving
   Resource file activities
3. Unit 26 December Holidays
   Resource file activities
4. Unit 27 Valentine's Day
   Resource file activities
5. Unit 28 Spring and Summer Holidays
   Resource file activities

Resources

Note: The primary resources cited in the sample outline are the *Child Care and Guidance, Management, and Services* Student Activity and Reference Books. The supplemental texts cited in this particular example were selected to meet criteria for a specific postsecondary articulation arrangement. If a postsecondary institution uses other textbooks, selection of supplemental resources would be guided by articulation criteria. If articulated postsecondary credit is not a consideration, other appropriate texts at the high-school level may be substituted.

Primary text: *Child Care and Guidance, Management, and Services* Student Activity Book and Reference Book (available from Home Economics Curriculum Center)

Supplemental texts:
Understanding Child Development, Third Edition by Rosalind Charlesworth, Delmar Publishers
Health, Safety, & Nutrition for the Young Child, Third Edition by Marotz, Cross, & Rush, Delmar Publishers
Creative Activities for Young Children, Fourth Edition by Mary Mayesky, Delmar Publishers

Videos: Titles cited are available through the National Association for the Education of Young Children. Many appropriate videos are available from alternate sources and may be substituted.

Block/Alternative Scheduling

A/B Block, Accelerated Block, Trimester, and Seven-Period Regular Schedule are references to some of the increasingly common, creative methods of scheduling the school day. The operational definitions of each vary from school to school. For this purpose, definitions will be based on the amount and intervals of class time for students to earn one credit.

Schedule	Challenges when Accommodating Requirements for Paid Work-based Training	Sample Solutions
• Seven-Period Day 45-55 minutes each day	• restricted window of time in which work-based training can be scheduled, which sometimes limits training stations or training opportunities	• some schools allow work-based training to be scheduled either in the morning or the afternoon to accommodate more training station schedules • some schools schedule the career preparation class outside the regular school day to enlarge the time block for work-based training
• Accelerated Block 90 minutes each day	• delays the time of day students can arrive at training station • students placed in first or second period career preparation class may have limited training station opportunities (they would not be able to go to their training station until after the third 90-minute period) • placement of lunch causes students to be released late in the day • students need to be enrolled in class instruction and work-based training throughout the year • students need incentive to stay all year for 90 minutes	• scheduling career preparation class third period and releasing students after 45-60 minutes allows students to arrive at the training station by 1:00 PM • scheduling career preparation at 0-hour for a minimum of 45 minutes would allow students to be dismissed after second period • provide additional local credit • pair career preparation with an appropriate home economics technical course each semester (may be taught 45 minutes each day or 90 minutes on alternating days) to allow students to earn an additional credit and schools to gain funding
• A/B Block 90 minutes every other day	• teacher does not have daily contact with students • difficult to know if students are at school • alternating days creates the effect of less instructional time	• pair career preparation with a home economics technical course so the teacher has daily contact with the students • time clock to document school attendance

	• during first and second weeks of school and when students are between training station placements, it is difficult to place students without daily contact	• student reports every day to teacher-coordinator until placed at a training station • some schools may require students at the beginning of school to remain in full class schedule until placed at a training station
	• hard to get paper work back • abbreviated or adjusted schedules for TAAS, etc. create problems for arriving at the training station on schedule	• communication is instrumental in advising administration on schedule needs of programs
• Trimester 75 minutes each day	• in order to meet the requirement that paid work-based training contain class instruction and work-based instruction that spans the entire school year, students commit more time to the class instruction (75 min. x 180 days) than would be required for one credit otherwise (75 min. x 120 days - 2 trimesters)	• to provide additional local credit, a technical course within the teacher's certification and beneficial to the student for personal and occupational development (ex. Family and Career Management) can be taught during 1/3 of the class periods spanning the entire school year, netting an additional 1/2 credit for students and additional funding for schools
• all schedules	• students who do not have a training station during the first two weeks of school or between placements have no place to go; this often creates discipline problems	• students report to a study skills class when not scheduled for an interview • students report to career preparation teacher when not scheduled for an interview • require students not placed to stay in full schedule until placed

Assistance is available from TEA for help in addressing issues related to alternate schedules.

Schedule	Challenges when Accommodating Requirements for Unpaid Work-based Training	Sample Solutions
• Seven-Period Day 45-55 minutes each day	• restricted window of time in which work-based training can be scheduled, which sometimes limits training stations or training opportunities	• work with administrative personnel to schedule career preparation classes at most opportune times, perhaps gaining some "spillover" flexibility if first period, last period, or immediately before or after lunch • schedule second year students at a time, and/or place them at training stations, that allow work-based training experiences that compliment those possible during their first year
• Accelerated Block 90 minutes each day	• a 2-credit career preparation class meets 1/2 day each day for only one semester, which can result in oversaturation; this is further complicated if "first year" and "second year" are taken in consecutive semesters • compressing two semesters of content/time into one semester limits opportunities to capitalize on student maturation and lapse of time during training	• schedule a 2-credit career preparation class for only 90 minutes each day for the entire year (in essence, not accelerating the schedule for the class) *or* • pair career preparation with a home economics technical course each semester, each meeting 90 minutes a day
• A/B Block 90 minutes every other day	• if a 2-credit career preparation class is scheduled for 180 minutes on alternating days, the teacher-coordinator does not have daily contact with the students • students are in one class 1/2 of the day, which may result in oversaturation as well as training station difficulties • the effects of an absence are compounded	• schedule the 2-credit career preparation class for 90 minutes each day (in essence, not converting the schedule for this class to an A/B Block)
• Trimester 75 minutes each day	• a 2-credit career preparation class meets 150 minutes each day for 2 trimesters; this may result in oversaturation and a likely lapse of time between the first year and second year of instruction • compressing 2 semesters of content/time into trimesters limits opportunities to capitalize on student maturation and lapse of time during training	• pair a 2-credit career preparation course with a 1/2 credit home economics technical course that will be beneficial to the student's personal and/or occupational development; schedule the instruction of both classes to span the entire year (contact TEA to determine procedures for alloting instruction time, claiming funding, and recording credit)

Assistance is available from TEA for help in addressing issues related to alternate schedules.

Utilizing Educational Technology in Home Economics Career Preparation

Educational technology involves using technological developments, such as computers, audiovisual equipment, and mass media, to facilitate teaching and learning. Educational technology can be used in a variety of ways in Home Economics Career Preparation to facilitate classroom instruction, management and documentation, and student learning. How a given teacher-coordinator chooses to use educational technology will depend upon such factors as technology available, needs of students, personal preference and comfort with using specific technologies, and individual educational practice.

It is important to remember that educational technology simply provides tools to enhance the sound educational practices of each teacher-coordinator. Some methods of using educational technology are cited below as examples of the many potential ways educational technology can be used in Home Economics Career Preparation by the teacher-coordinator or the students.

Teacher-coordinator

- prepare and update lesson plans on computer
- develop instructional materials and student activity sheets on computer
- videotape or audio tape selected learning experiences that may benefit future classes (such as recording a panel of experts, guest speaker, or off-site interview)
- develop various forms and tools through computer applications
- prepare and maintain individual training plans on disk
- maintain grade books through use of computer applications
- enter and manage student data through computer applications
- prepare correspondence on computer; file on disk as examples for future correspondence (updating and revising as needed)
- access information via the Internet
- communicate with teachers, administrators, training sponsors, etc. via electronic mail
- expand professional development opportunities through electronic communication and distance learning

Student

- use computer software programs for individualized instruction
- conduct independent study/research via the Internet
- prepare written assignments using word processing applications
- create and present presentations using computer software applications and multimedia
- create computer-generated products such as brochures or flyers
- develop resumés and career portfolios using computer applications
- correspond with keypals (the Internet equivalent of a penpal) from other schools on course-related topics
- utilize computer or multimedia applications to complete FHA/HERO programs and projects

End-of-Year Activities/Future Planning

The end of the school year is a time for evaluation, expression of appreciation, and future planning. A variety of activities, such as those which follow, can be used to accomplish these tasks.

Training Sponsor Appreciation

The method used to show appreciation should be selected with utmost consideration for the training sponsor and tailored to meet the needs of students and businesses.

Examples of frequently utilized activities for honoring training sponsors include the following:

- training sponsor appreciation banquet
- student letters of appreciation to training sponsors
- framed certificates of appreciation (signed by superintendent or other school administrator)
- reception for training sponsors, parents/guardians, and students

If a luncheon or evening dinner is utilized for showing appreciation and recognizing training sponsors and students, the students can benefit by taking an active role in planning and carrying out the event. Giving each student an opportunity to participate by presenting a certificate of appreciation to their training sponsor develops leadership skills. Although it adds to the expense of the event, inviting parents/guardians and school administrators helps to publicize the program. A strong, working advisory committee can make the event a success by sharing resources, providing speakers, and sponsoring scholarships and awards for student recognition.

Suggestions for recognizing training sponsors at other times of the year are as follows:

- Run an ad in the newspaper thanking training sponsors during FHA/HERO week.
- Give pencils and calendars with the FHA/HERO logo.
- Observe Boss's Day (mid-October).
- Provide personalized business cards which, in addition to the standard information about the individuals, show that they serve as a training sponsor for Home Economics Career Preparation.

Evaluation of Program

The last visit to the training station is a time to gain valuable input from training sponsors. An evaluation form will provide information helpful to improving Home Economics Career Preparation and determine future commitments of training stations for the following school year. Suggestions for program evaluation are provided on pages B-70 - 72.

Note: Students should be able to evaluate the class without pressure that their opinions will influence their grade.

Training of Training Sponsors

Before the school year begins, the teacher-coordinator should develop some means of explaining the Home Economics Career Preparation program and outlining the responsibilities of the training sponsor, teacher-coordinator, and student. Depending on the size of the program, this may be accomplished through individual visits with training sponsors or a training sponsor orientation session. A suggested outline for a Training Sponsor Handbook follows:

I. Introductory letter
II. Responsibilities
    A. student
    B. teacher-coordinator
    C. training sponsor
III. Supervision and training of students
IV. Evaluation of students
V. Maintaining student records

Updating Records

The end of the school year is a good time for updating file records. Files for students completing Home Economics Career Preparation should be checked for completeness, being sure follow-up contacts and information have been included. Permanent records should be stored in a secure location and retained according to local district record retention policies.

In preparation for the upcoming school year, files should be established for each new student accepted for enrollment. Suggestions for items that might be included in permanent and daily files are provided on page B-22.

Student Follow-up

Follow-up contacts for completers are made one year after graduation. Such records are used to determine employment status and other data about students who have graduated. Information gained from student follow-up information is helpful in evaluating and justifying Home Economics Career Preparation. Data is also helpful when providing career guidance for future students.

Evaluating Home Economics Career Preparation

Purpose: Not only is an annual evaluation required to satisfy State Board of Education rules, an annual assessment of the effectiveness of Home Economics Career Preparation in meeting its goals should be conducted to ensure that quality instructional and training experiences for students are provided and maintained.

Rationale: Ongoing and systematic evaluation is essential to improving and maintaining a quality program. Evaluations based on program goals serve to identify both the strengths and weaknesses of Home Economics Career Preparation.

Things to Consider

- Begin by establishing program goals and objectives, upon which evaluation techniques and criteria will be based.
- Determine who will be the evaluators; possibilities include the following:
  - — teacher-coordinator
  - — students
  - — parents/guardians
  - — training sponsors
  - — school administrators
  - — advisory committee members
- Prepare tools/techniques for conducting the evaluation; the evaluation content and techniques should measure how effectively program goals and objectives are achieved. Techniques include checklists, interviews, observations, questionnaires, and rating scales.
- Determine a method for interpreting results and making recommendations.
- Decide whether evaluations will be formative, summative, or both (depending on the evaluator).
- Students and training sponsors benefit from having evaluation instruments and criteria at the beginning of the training.

Examples

Evaluator	Technique
Teacher-Coordinator	Use a checklist to assess student performance weekly. Base assessment on knowledge and skills, training station expectations, and course goals and objectives.

Evaluator	Technique
Student	A weekly log reflecting learning experiences and skills acquired is important. Written responses to a questionnaire are also valuable. For example: • What was your most valuable learning experience in Home Economics Career Preparation? Why? • What did you like most about Home Economics Career Preparation? • What did you like least about Home Economics Career Preparation? • What suggestions do you have for improving the course?
Parent/Guardian	Interviews and conferences are very helpful. Some sample questions include the following: • How do you think your student has benefited from Home Economics Career Preparation? • What problems have you or your student encountered as a result of participation in Home Economics Career Preparation? • What suggestions do you have for improving the course?
School Administrator	An interview or conference with the school principal or other administrator is advantageous in evaluating the contribution of Home Economics Career Preparation to the overall goals and objectives of the campus.
Training Sponsor	The evaluation tool/technique should be concise and time-efficient for the respondent. Checklists, interviews, or brief questionnaires are examples of tools that are appropriate for management personnel. Some sample questions include the following: • Were you provided with adequate information about Home Economics Career Preparation at the beginning of the school year? If not, please explain. • Please rate how well Home Economics Career Preparation supported and assisted the students in their roles and responsibilities at the training station. ____ Very well ____ Adequately ____ Inadequately (Please explain.) • Was the teacher-coordinator responsive/supportive to your needs and concerns? If not, please explain. • Were your expectations of Home Economics Career Preparation met? How? • What were the most valuable components of Home Economics Career Preparation? • Please list your recommendations for improving the course.
Advisory Committee	An on-site campus observation is one example of an appropriate technique for advisory committee members.

Student's Evaluation of Personal Achievement Through Home Economics Career Preparation

1. When you enrolled in Home Economics Career Preparation, what did you expect or want to learn? Explain your opinion about the extent that this has been accomplished this year.

2. State three things that you learned from taking Home Economics Career Preparation. Of the three listed, which do you feel will be most beneficial to you in the future?

3. What is one thing that you had expected to learn that was not covered during the year?

4. On the back, write a letter to next year's students describing some tips that they should follow in order to be successful in this class next year.

Sample Tools

Note: Samples of tools commonly used in Home Economics Career Preparation are included as a convenience to teacher-coordinators — to share ideas and eliminate the need for repeated initial development of tools that have broad applicability. Please note that the samples in this section reflect teacher preference within the bounds of state and local policies. If selected for use, each tool will need to be customized, as appropriate, to meet local district needs and policies.

BEST COPY AVAILABLE

SAMPLE

Policies and Procedures for Career Preparation Students
Paid Work-based Training

In order to maintain consistent and effective career and technology education career preparation programs in Anytown ISD, the following policies and procedures have been developed. It is essential that the students, parents, and training sponsors understand these regulations for career and technology education career preparation students. The career preparation teacher (teacher-coordinator) is responsible for the implementation of campus rules and regulations as well as the policies and procedures established for career preparation students.

I. Placement
   A. Career preparation which includes paid work-based instruction must consist of an average of one class period of instruction per day in addition to placement at a community business/industry site for work-based training experiences. Both class instruction and work-based instruction must occur throughout the school year and focus on the student's chosen occupational objective.
   B. Student placement in a training station is primarily the responsibility of the teacher-coordinator. This includes on-site visits to prospective training stations prior to placement of students to assure that all requirements for training station approval will be met.
   C. Students are expected to demonstrate cooperative effort toward obtaining training placement and, once placed, a commitment to making the training station placement successful and long-term.

II. Training Plans
   The training plan agreement contains an outline of the student's coordinated classroom and work-based instruction experiences. The teacher-coordinator prepares the training plan reflecting coordination with the training sponsor. An approved training plan must be on file for each career preparation student.

III. Work-based Training
   A. Placement in a training station is considered a long-term commitment; any change must have the approval of the teacher-coordinator.
   B. During a period when the student is not placed at a training station for paid work-based training, he/she may be assigned additional career preparation classroom instruction or placed for unpaid work-based training (consistent with the student's occupational objective) through an internship, job shadowing, or mentorship.
   C. Students may be assigned short-term placements in unpaid internships, mentorships, or job shadowing to supplement or enrich the training opportunities available through the paid work-based instruction placement.
   D. It is the responsibility of the teacher-coordinator to see that no career preparation student has a training schedule that imposes an unreasonable demand for time or energy that would compromise the student's health or school performance.
   E. Teacher-coordinators must check training schedules of students prior to placement and avoid training stations that require students to work during late evening hours Sunday through Thursday or early morning hours Monday through Friday.

F. Students must be involved in work-based training at an approved training station for a minimum of *(10 or 15)* hours each week, *(all or 10 hours of which)* must occur during the Monday through Friday school week.
G. The total number of hours that a student attends school and participates in work-based training should not exceed 40 hours for the Monday through Friday school week.
H. Any needed variance in the above work-based training practices should be discussed with the teacher-coordinator.

IV. School Jurisdiction
The school's authority is extended to include the time the student is traveling to the training station and participating in work-based training experiences.

V. School Attendance
School attendance is required each day, regardless of work-based training schedule. It is the responsibility of the student to notify the teacher-coordinator and training sponsor in advance of a necessary absence or tardy to either school or the training station (preferably the night before or at least no later that 9:00 a.m.). A student shall receive an unexcused absence from the career preparation class if he/she participates in work-based training on the day of an absence from school without approval of the teacher-coordinator. The teacher-coordinator is responsible for notifying the attendance office of the unexcused absence.

VI. Extra Curricular Activities
A. Students are encouraged to participate in the vocational youth organization activities made available through the career preparation class. As members, students may participate in leadership development programs and conferences, competitive events, and community service activities.
B. Students are expected to participate in class activities showing appreciation to training sponsors.

VII. Scholarship and Conduct
Students are expected to maintain acceptable scholarship and conduct. Policies, rules, and regulations of the school as well as the career preparation class must be upheld at all times.
A. Scholarship —
1. Career preparation students are expected to pass all courses with a grade of 70 or above.
2. A career preparation student who continues for more than six (6) weeks with failing grades in two or more courses will be placed on immediate probation with possible removal from career preparation (any special circumstances will be appropriately considered).
3. Students must participate in both classroom instruction and work-based training every week for the entire school year.
B. Conduct - in the event a student is suspended from school:
1. The student may report to the training station only after school is dismissed on any day of suspension (ISS) if he/she is counted present on the campus.

2. The student may NOT report to the training station on any day of suspension if counted absent from school.

VIII. Dismissal from Career Preparation

A student may be subject to removal from career preparation with subsequent loss of credit for any of the following reasons:

A. Student is dismissed from the training station for disciplinary reasons.
B. Student displays uncooperative, disruptive, or belligerent behavior toward the teacher-coordinator, academic teacher, training sponsor, or school administrator.
C. Student has frequent absenteeism or tardiness violations at school or the training station.
D. Student is not placed in a training station for a two-week period of time. Students are expected to demonstrate cooperation and initiative toward obtaining placement, basic competence in obtaining placement, and conscientious effort toward learning and performance at a training station when placed.
E. Student fails to abide by policies, rules, and regulations of the campus, the career preparation class, or the training station.
F. Student continues to fail two or more courses.

IX. Safety Regulations

Students will abide by all safety regulations in effect at the training station.

X. Transportation

Transportation to and from the training station is the responsibility of the student. Parent/guardian authorization of the student's transportation arrangements will be required. It is the student's responsibility to gain the appropriate parking permits for a car.

The Anytown Independent School District Board of Trustees and the administrative staff fully concur with the policies and procedures for career preparation students as stated. Further, there is a firm commitment to comply with the provisions of the following laws: Title VI — Civil Rights Act of 1964 as amended; Title IX — Education Amendments of 1972; Section 504 — Rehabilitation Act of 1973, as amended; and Public Law 105-17, Individuals with Disabilities Act (IDEA) Amendments of 1997.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

Student	Date	Parent/Guardian	Date
Teacher-Coordinator	Date	School Administrator	Date

Note: This tool contains provisions reflecting common local policies in addition to provisions of state policy. In the process of local policy development, the tool may be helpful in obtaining ideas of practices that have proven helpful in promoting the effectiveness of career preparation in other districts. It is recommended that those policies and procedures deemed appropriate for an individual school district be approved by the board of trustees and consistently applicable to all of the district's career preparation programs with a paid work-based training component.

Policies and Procedures for Career Preparation Students
Unpaid Work-based Training

SAMPLE

In order to maintain consistent and effective career and technology education career preparation programs in Anytown ISD, the following policies and procedures have been developed. It is essential that the students, parents, and training sponsors understand these regulations for career and technology education career preparation students. The career preparation teacher (teacher-coordinator) is responsible for the implementation of campus rules and regulations as well as the policies and procedures established for career preparation students.

I. Placement
   A. Career preparation with an unpaid work-based instruction component must consist of an average of *(2 or 3)* hours of class instruction and training experiences at a business/ industry site per day. The class instruction and experiences at the training station placement are coordinated and focus on preparing the student for the chosen occupational objective.
   B. Student placement in a training station is primarily the responsibility of the teacher-coordinator. This includes on-site visits to prospective training stations prior to placement of students to assure that all requirements for training station approval will be met.
   C. Students are expected to demonstrate cooperative effort toward obtaining training placement and, once placed, a commitment to making the training station placement successful and long-term.

II. Training Plans
   The training plan agreement contains an outline of the student's coordinated classroom and work-based instruction experiences. The teacher-coordinator prepares the training plan reflecting coordination with the training sponsor. An approved training plan must be on file for each career preparation student.

III. Work-based Training
   A. Placement in a training station is considered a long-term commitment; any change must have the approval of the teacher-coordinator.
   B. During a period when the student is not placed at a training station for a long-term internship, he/she may be assigned additional career preparation classroom instruction or placed for work-based training (consistent with the student's occupational objective) through job shadowing or mentorship.
   C. Students may be assigned to internship rotations or short-term placements in mentorships or job shadowing to supplement or enrich the training opportunities otherwise available through the primary internship placement.
   D. It is the responsibility of the teacher-coordinator to see that the career preparation student has a training schedule that is compatible with the career preparation class schedule and transportation time requirements.
   E. Any needed variance in the above work-based training practices should be discussed with the teacher-coordinator.

IV. School Jurisdiction
The school's authority is extended to include the time the student is traveling to the training station and participating in work-based training experiences.

V. School Attendance
School attendance is required each day, regardless of work-based training schedule. It is the responsibility of the student to notify the teacher-coordinator and training sponsor in advance of a necessary absence or tardy to either school or the training station (preferably the night before or at least no later that 9:00 a.m.). A student shall receive an unexcused absence from the career preparation class if he/she participates in work-based training on the day of an absence from school without approval of the teacher-coordinator. The teacher-coordinator is responsible for notifying the attendance office of the unexcused absence.

VI. Extra Curricular Activities
A. Students are encouraged to participate in the vocational youth organization activities made available through the career preparation class. As members, students may participate in leadership development programs and conferences, competitive events, and community service activities.
B. Students are expected to participate in class activities showing appreciation to training sponsors.

VII. Scholarship and Conduct
Students are expected to maintain acceptable scholarship and conduct. Policies, rules, and regulations of the school as well as the career preparation class must be upheld at all times.
A. Scholarship —
1. Career preparation students are expected to pass all courses with a grade of 70 or above.
2. A career preparation student who continues for more than six (6) weeks with failing grades in two or more courses will be placed on immediate probation with possible removal from career preparation (any special circumstances will be appropriately considered).
B. Conduct - In the event a student is suspended from school, he/she may not report to the training station on any day of suspension (ISS).

VIII. Dismissal from Career Preparation
A student may be subject to removal from career preparation with subsequent loss of credit for any of the following reasons:
A. Student is dismissed from the training station for disciplinary reasons.
B. Student displays uncooperative, disruptive, or belligerent behavior toward the teacher-coordinator, academic teacher, training sponsor, or school administrator.
C. Student has frequent absenteeism or tardiness violations at school or the training station.
D. Student is not placed in a training station for a two-week period of time. Students are expected to demonstrate cooperation and initiative toward obtaining placement, basic competence in obtaining placement, and conscientious effort toward learning and performance at a training station when placed.

E. Student fails to abide by policies, rules, and regulations of the campus, the career preparation class, or the training station.
F. Student continues to fail two or more courses.

IX. Safety Regulations
A. Students will abide by all safety regulations in effect at the training station.
B. A parent/guardian authorization and liability release for the student to participate in work-based training experiences will be required. Proof of insurance covering any injury resulting from work-based training experiences will also be required.

X. Transportation
Transportation to and from the training station is the responsibility of the student. Parent/guardian authorization of the student's transportation arrangements will be required. It is the student's responsibility to gain the appropriate parking permits for a car.
(Note: Section X may be omitted if the school is providing transportation to the work-based training sites.)

The Anytown Independent School District Board of Trustees and the administrative staff fully concur with the policies and procedures for career preparation students as stated. Further, there is a firm commitment to comply with the provisions of the following laws: Title VI — Civil Rights Act of 1964 as amended; Title IX — Education Amendments of 1972; Section 504 — Rehabilitation Act of 1973, as amended; and Public Law 105-17, Individuals with Disabilities Act (IDEA) Amendments of 1997.

Signatures: I have read and understand these regulations and agree to abide by the conditions set forth.

Student	Date	Parent/Guardian	Date
Teacher-Coordinator	Date	School Administrator	Date

Note: This tool contains provisions reflecting common local policies in addition to provisions of state policy. In the process of local policy development, the tool may be helpful in obtaining ideas of practices that have proven helpful in promoting the effectiveness of career preparation in other districts. It is recommended that those policies and procedures deemed appropriate for an individual school district be approved by the board of trustees and consistently applicable to all of the district's career preparation programs with an unpaid work-based training component.

SAMPLE

Student Application for Enrollment in Home Economics Career Preparation

Home Economics Career Preparation offers you an opportunity to learn skills you may use in high school, in a career after graduation, and as a financial means to help further your education. In addition, career and technology education is designed to provide you the opportunity to make informed occupational choices, determine education needs and options, develop employability knowledge and skills, and acquire marketable skills.

The Home Economics Career Preparation teacher-coordinator is anxious to assist you in securing training that matches your career interest and goals. Therefore, it is important that you complete the application and return it to the teacher-coordinator.

Date Application Issued _____ Date Returned _____ Deadline _____

Student Data

Name _____ Social Security Number _____

Current Grade Level _____ Birthdate _____ Age _____

Home Address _____ Zip Code _____

Parent's Home Phone Number _____ Student's Home Phone Number _____

Do you have a driver's license? _____ What would be your arrangement for transportation to your work-based training site? _____

Do you have parental consent to participate in a career preparation training program? _____

Do you have parental consent to work evenings and/or weekends? _____

Indicate the type of training in which you are interested. _____

If there are no training placements in your preferred area, would you be interested in training in another area? _____

Why do you want to enroll in Home Economics Career Preparation? _____

Parent or Guardian Information

Father's Name _____ Home Address _____ Home Phone Number _____

Father's Occupation _____ Company Name _____ Work Phone _____

Mother's Name _____ Home Address _____ Home Phone Number _____

Mother's Occupation _____ Company Name _____ Work Phone _____

Student Information

List any work experience: _____

_____

Are you employed now? _____ Name of business: _____

Name of supervisor: _____

If employed, do you prefer that your present employer serve as your training sponsor? _____

Do you plan to attend a college or technical school? _____ Where? _____

List extracurricular activities _____

_____

Have you had keyboarding? _____ Computer Applications? _____

List employment skills that you possess: _____

_____

Fill in Your Present Class Schedule

Class Period	Room Number	Subject	Teacher
0			
1			
2			
3			
4			
5			
6			
7			
8			

I have carefully studied, considered, and completed all the blanks in this application. If this application is accepted and I am enrolled in the program, I understand the following:

A. Home Economics Career Preparation is designed as a full year course.
B. Appropriate dress at the training station and on other special occasions is necessary.
C. Membership and participation are encouraged in the FHA/HERO youth leadership organization on the local, state, and national level.
D. All school rules and regulations are applicable while at school and at the training station.
E. Students for whom a paid work-based training placement is being sought but not finalized by the tenth (depending on school policy, this could be the fifteenth) day of class (after the opening of school or between placements) will be placed for unpaid training, assigned to additional career preparation classroom instruction, or rescheduled for a full day of classes other than Home Economics Career Preparation.
F. Career preparation students are responsible for their own transportation to the work-based training site unless there has been notification that the school has made other arrangements.
G. Attendance at the training station is not permitted when absent from school.
H. Notification to the teacher-coordinator is required (before 9:30 a.m. each day)* that the student is unable to attend school. Students who do not attend school but who go to work without the teacher-coordinator's permission may consequently be withdrawn from the program with the loss of credit.
I. Resigning or quitting the job without the permission of the teacher-coordinator may result in the student being withdrawn from the program with the loss of credit.
J. Being fired for misconduct, drug or alcohol abuse, or dishonesty will result in the student being withdrawn from the program with the loss of credit.
K. The training station must be approved by the Home Economics Career Preparation teacher and the director of career and technology education.
L. Students placed in school suspension for disciplinary action will not be permitted to report to a training station during the regular school day.
M. Unpaid internships, mentorships, or job shadowing may be utilized to supplement training opportunities in paid work-based training sites (training before initial placement for paid training, between placements for paid training, or to provide experience not available at the paid training site).
N. Students briefly without work-based training placements may be given additional assignments to complete in the career preparation classroom or in study hall on days when there are no scheduled interviews or other training sponsor contacts.

*__Note:__ Specific times, procedures, etc. to be inserted according to local district policies.

— Student Agreement —

To provide a quality program, certain guidelines must be maintained by ALL students. These include regular attendance, acceptable dress, grooming, and behavior.

An annual Training Station Sponsor Banquet is one way career preparation students show the training sponsors their appreciation for the opportunity of receiving on-the-job training. Due to the cost of the banquet and the fees to participate in organizational club contests, the student accepted in the program will need to pay $ _____.

I have read and agree to abide by the above guidelines.

_____ _____

Student Signature Parent/Guardian Signature

_____ _____

Date Date

Not To Be Filled In By Student — For Teacher-Coordinator's Use Only

Date Student Accepted into Program _____ Not Accepted _____ Date Notified _____

_____

_____

_____

_____

Employment Record

Name of Training Station: _____
Name of Business

Address of Training Station: _____
Street City Zip

Owner's Name: _____ **Supervisor's Name:** _____
Business Phone: _____ **Date started to work:** _____
Month Day Year

Hourly Wages: $_____ **Date Training Terminated:** _____ **Reason:** _____
Training Description: _____

Name of Training Station: _____
Name of Business

Address of Training Station: _____
Street City Zip

Owner's Name: _____ **Supervisor's Name:** _____
Business Phone: _____ **Date started to work:** _____
Month Day Year

Hourly Wages: $_____ **Date Training Terminated:** _____ **Reason:** _____
Training Description: _____

Name of Training Station: _____
Name of Business

Address of Training Station: _____
Street City Zip

Owner's Name: _____ **Supervisor's Name:** _____
Business Phone: _____ **Date started to work:** _____
Month Day Year

Hourly Wages: $_____ **Date Training Terminated:** _____ **Reason:** _____
Training Description: _____

Student Application for Enrollment in Home Economics Career Preparation

Training Preference Information

SAMPLE

Section A: This section should only be completed by students who have current employment or a commitment for hiring that they desire to use as the training station for Home Economics Career Preparation.

1. Name: _____

2. Social Security Number: _____

3. Employment site: _____
   Current wage: _____
   Beginning date of employment: _____

4. Has your application to enroll in Home Economics Career Preparation been discussed with your employer? _____
   Has there been any discussion of your desire to use your present employment as a training station for Home Economics Career Preparation? _____

5. Name of supervisor or manager: _____

6. Address of business: _____

   _____

7. Telephone number of business: _____

8. Describe the tasks and responsibilities assigned to you as part of your current employment.

9. What do you like about your current employment?

10. What do you dislike about your current employment?

Section B: This section should be completed by students without current employment or a hiring commitment for which they are seeking approval to use as a training station.

1. Identify the occupational areas in which you are most interested in training; prioritize your preferred training areas by marking your choices 1st, 2nd, and 3rd:
   - _____ Child Care and Guidance, Management, and Services
   - _____ Food Production, Management, and Services
   - _____ Services for Older Adults
   - _____ Hospitality Services
   - _____ Institutional Maintenance Management and Services
   - _____ Textile and Apparel Production, Management, and Services
   - _____ Housing, Furnishings, and Equipment Production, Management, and Services
   - _____ Home Economics Production, Management, and Services

2. Name any businesses where applications for employment/training have been submitted.

3. List any previous employment or occupational training experiences.

4. State the reason for ending your last employment training experience.

Class Procedures

SAMPLE

Grade Calculation Component

1. Daily work
   a. Individual study activities
   b. Weekly report posted on Weekly Training Report (see sample on page C-19) and Yearly Wage and Hour Report for paid work-based training or Yearly Report of Work-based Training Hours for unpaid (see samples on pages C-20-23)
   c. Class work — labs, projects, FHA/HERO activities, etc.
   d. Notebook — set up as follows: 1) 3" notebook 2) dividers labeled: Yearly Wage and Hour Report or Yearly Report of Work-based Training Hours, Weekly Training Report, Daily Work, and other sections as determined by the teacher-coordinator

2. Classroom Instruction Assessments
   a. Tests
   b. Classroom Performance Evaluation (see sample on page C-46)

3. Training Sponsor Evaluation of Student Trainee (see sample on page C-45)

Class Format

1. Class format will consist of large-group instruction and individualized study (independent or small groups) in one of the following occupational areas:
   a. Textile and Apparel Production, Management, and Services
   b. Child Care and Guidance, Management, and Services
   c. Food Production, Management, and Services
   d. Services for Older Adults
   e. Housing, Furnishings, and Equipment Production, Management, and Services
   f. Hospitality Services
   g. Institutional Maintenance Management and Services
   h. Home Economics Production, Management, and Services

2. The first five minutes of each class will be used to fill out the Weekly Training Report.

3. Class time will be used each Monday to complete and turn in reports. Information on the Yearly Wage and Hour Report or Yearly Report of Work-based Training Hours must be kept current weekly.

Future Homemakers of America

FHA/HERO (Home Economics Related Occupations) is a youth organization for students enrolled in home economics classes. It is the only youth organization with the family as the central focus. Anytown High School FHA/HERO actively participates on the regional, state, and national levels. Opportunities for members include serving as an officer, participating in competitive events, and participating in projects and programs that focus on issues that concern today's youth. Home Economics Career Preparation students are encouraged to join.

Classroom Behavior Rules

1. Come to class prepared to work on class assignments.
2. Start to work on class assignments promptly when the tardy bell rings.
3. Utilize class time effectively.
4. Complete all reports and assignments in class; do not take notebook or reference book home without teacher permission.
5. Return all materials to their proper place.
6. Follow directions given in class.

Note: The teacher-coordinator should determine the appropriate weight of each of the three grading components shown on C-17 to be used in calculating students' grades. This should be clearly communicated to students at the beginning of the grading period.

Weekly Training Report

SAMPLE

Week #_____ Dates _____

Student Name _____
Training Station _____ Address _____
Supervisor _____ Phone _____

Day	Date	Training Hours			School Attendance	
		From	To	Total	Classes Missed	Reason
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday					Job News:	
Sunday						

Total Weekly Hours_____ x Hourly Wages_____=Total Weekly Wages _____

Main training assignment this week:_____

_____

New knowledge or skills learned this week:_____

_____

Comments about your training assignment:_____

_____

I Certify that this information is accurate and honest.

_____ _____

Student Signature Date

SAMPLE

Yearly Wage and Hour Report

(Paid Work-based Training, First Semester)

Name _____ Starting Wage _____

Wage Increases: Date _____ Amt. _____ Date _____ Amt. _____

Training Station _____

Wages reported on this form are gross earnings before deductions.

Date	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Hours	Wage
First Semester Totals									

Note: This tool provides a method of documenting training hours and wages each semester for students in paid work-based training placements. Unpaid or supplemental enrichment experiences may be recorded on the same form.

Yearly Wage and Hour Report

(Paid Work-based Training, Second Semester)

SAMPLE

Name _____ Starting Wage _____

Wage Increases: Date _____ Amt. _____ Date _____ Amt. _____

Training Station _____

Wages reported on this form are gross earnings before deductions.

Date	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Hours	Wage
Second Semester Totals									
First Semester Totals									
Year Total									

SAMPLE

Yearly Report of Work-based Training Hours

(Unpaid Work-based Training, First Semester)

Name _____

Training Station _____

Date	Mon	Tues	Wed	Thur	Fri	Total Hours
First Semester Totals						

Note: This tool provides a method of documenting training hours each semester for students in <u>unpaid</u> work-based training placements.

Yearly Report of Work-based Training Hours

SAMPLE

(Unpaid Work-based Training, Second Semester)

Name _____

Training Station _____

Date	Mon	Tues	Wed	Thur	Fri	Total Hours
Second Semester Totals						
First Semester Totals						
Year Total						

Grade _____
Age _____
Sex: M___ F___

Time of day related class meets _____

TRAINING PLAN AGREEMENT

Paid Work-Based Instruction

STUDENT _____ SOCIAL SECURITY NUMBER _____

_____

(Occupational Objective – Work-Based Learning /WBL Training Area) (PEIMS Code)

PROGRAM AREA_____ SCHOOL CAMPUS _____

SCHOOL DISTRICT_____ COMPANY NAME_____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and teacher-coordinator.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1) The beginning wage will be $_____ per _____ for _____ hours per school week.

2) Periodically, the training sponsor and teacher-coordinator will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 19____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued.

This plan may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to training stations without regard to race, color, creed, national origin, sex, or handicapping condition.

DO ANY TASKS FALL UNDER U.S. DEPARTMENT OF LABOR HAZARDOUS OCCUPATION ORDERS: YES _____ NO _____

If Yes, the EXEMPTION for APPRENTICES and STUDENT LEARNING will APPLY for TASKS COVERED BY HAZARDOUS OCCUPATION ORDERS #5,8,10,12,14,16 AND 17 (see attachment) to the extent:

1) The hazardous work of the student learner/apprentice is incidental to the training;
2) Such work shall be intermittent and for short periods of time and under the direct and close supervision of a journeyman if the student is an apprentice or a qualified and experienced person if a student learner;
3) If the student is to be employed as an apprentice, the apprenticeable trade must be registered by the U.S. Department of Labor Bureau of Apprenticeship and Training;
4) Safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
5) A schedule of organized and progressive work processes to be performed on the job shall have been prepared (see reverse side).

The school, the training sponsor, and the student will endeavor to cooperate with each other to insure that the applicable exemption is satisfied.

SIGNATURE APPROVALS

_____ (Student) Date

_____ (Training Sponsor) Date

_____ (Parent or Guardian) Date

_____ (Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record, and for students with disabilities, the Individual Transition Plan.)

6/98

Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

State Adopted Essential Knowledge and Skills	To Be Done		Related Study Assignments
	Work-Based Instruction	Class Instruction	

Additional Occupationally Specific Knowledge and Skills	Work-Based Instruction	Class Instruction	Related Study Assignments

NOTE: The above should serve as a suggested format. Space allowances should be expanded to accommodate inclusion of appropriate information.

6/98

Grade _____
Age _____
Sex: M___ F___

Time of day related class meets _____

TRAINING PLAN AGREEMENT

Unpaid Work-Based Instruction

STUDENT _____ SOCIAL SECURITY NUMBER _____

_____

(Occupational Objective – Work-Based Learning /WBL Training Area) (PEIMS Code)

PROGRAM AREA_____ SCHOOL CAMPUS _____

SCHOOL DISTRICT_____ COMPANY NAME_____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and teacher-coordinator.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school; training is for the benefit of the students; the students do not displace regular employees, but work under their close observation; the employer that provides the training derives no immediate advantages from the activities of the students, and on occasion operations may actually be impeded; the students are not necessarily entitled to a job at the conclusion of the training period; and the employer and the students understand that the students are not entitled to wages for the time spent in training.

The training period begins the _____ day of _____, 19____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued.

This plan may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to training stations without regard to race, color, creed, national origin, sex, or handicapping condition.

DO ANY TASKS FALL UNDER U.S. DEPARTMENT OF LABOR HAZARDOUS OCCUPATION ORDERS: YES _____ NO _____

If Yes, the EXEMPTION for APPRENTICES and STUDENT LEARNING will APPLY for TASKS COVERED BY HAZARDOUS OCCUPATION ORDERS #5,8,10,12,14,16 AND 17 (see attachment) to the extent:

1) The hazardous work of the student learner/apprentice is incidental to the training;
2) Such work shall be intermittent and for short periods of time and under the direct and close supervision of a journeyman if the student is an apprentice or a qualified and experienced person if a student learner;
3) If the student is to be employed as an apprentice, the apprenticeable trade must be registered by the U.S. Department of Labor Bureau of Apprenticeship and Training;
4) Safety instructions shall be given by the school and correlated by the employer with on-the-job training; and
5) A schedule of organized and progressive work processes to be performed on the job shall have been prepared (see reverse side).

The school, the training sponsor, and the student will endeavor to cooperate with each other to insure that the applicable exemption is satisfied.

SIGNATURE APPROVALS

_____ _____
(Student) Date (Training Sponsor) Date

_____ _____
(Parent or Guardian) Date (Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record, and for students with disabilities, the Individual Transition Plan.)

6/98

Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

State Adopted Essential Knowledge and Skills	To Be Done		Related Study Assignments
	Work-Based Instruction	Class Instruction	

Additional Occupationally Specific Knowledge and Skills	Work-Based Instruction	Class Instruction	Related Study Assignments

NOTE: The above should serve as a suggested format. Space allowances should be expanded to accommodate inclusion of appropriate information.

6/98

SAMPLE

Excerpt from the Training Plan Master for Child Care and Guidance, Management, and Services

Sample Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

Child Care and Guidance, Management, and Services State Adopted Essential Knowledge and Skills	To Be Done		Related Study Assignments*
	Work-Based Instruction	Class Instruction	
(1A) Analyze licensing and accreditation standards.			23**
(1B) Adhere to minimum standards, organization goals, policies, and procedures in the child care setting.			22**, 23**, 24**, 25**, 26**, 27**
(1C) Demonstrate effective management skills.			3, 22, 23, 24, 25, 26, 27 (**All chapters)
(1D) Identify the chain of command and responsibilities of each employee.			3**
(2A) Evaluate safety and sanitation standards in a child care setting.			7, 8, 10
(2B) Practice emergency and evacuation procedures.			8, 9
(2C) Demonstrate first aid and cardiopulmonary resuscitation (CPR) techniques.			9**
(2D) Summarize environmental conditions appropriate for a child care setting.			5, 7
(3A) Observe screening and other health assessment techniques.			6**, 7**
(3B) Describe effective methods of recording health-related information.			7
(3C) Explain state law in reporting suspected child abuse.			3**
(3D) Utilize appropriate procedures for reporting accidents.			9**
(3E) Practice techniques that promote good health and safety in young children.			5, 8
(3F) Describe appropriate methods of administering and storing medications.			6

* Numbers refer to chapters in the *Child Care and Guidance, Management, and Services Student Reference Book* (1993)

** This chapter provides only partial information. It will be necessary to use additional reference material to adequately cover the Essential Knowledge and Skills

Note: Excerpted from Training Plan Masters available from the Home Economics Curriculum Center.

Procedure for Changing Training Stations

SAMPLE

1. Teacher Conference

The student must schedule a conference with the teacher-coordinator to discuss the possible change of training station placement prior to giving notice to the training sponsor. This conference will **not** be conducted during class time.

2. Letter of Request

As part of the teacher conference, a student desiring to change training station placements should provide a letter of request. The letter should include the following information:

A) complete justification as to why a change in training station placements is needed
B) business name, location, phone number, and name(s) of present training sponsor(s)
C) name(s) and daytime phone number(s) of the student's parent(s) or legal guardian(s)
D) the student's desires and plans (if any) for obtaining work-based training experiences in the future; this may include business name, location, phone number, job description, and name(s) of the training sponsor(s) at the new business where the student desires to receive training
E) signatures of the student and the student's parent/guardian

3. Letter of Resignation

If a student's request to change work-based training placements is approved by the teacher-coordinator, a letter of resignation should then be prepared. The student should submit two (2) copies to the teacher-coordinator. After one copy has been approved and returned to the student, the letter may be submitted to the training sponsor. The letter must include the following items:

A) two weeks notice
B) as appropriate, a reason for the student's resignation (i.e., moving to another community)
C) the date of the intended last day at the training station
D) as appropriate, appreciation for training experiences provided and participation with the school's career preparation activities

4. Signed and Dated Exit Evaluation

The student will need to bring to the teacher-coordinator a copy of his/her exit evaluation with the training sponsor. The evaluation must be dated and signed by both the student and the training sponsor who conducted the evaluation.

Note: This form is intended for teacher reference only.

SAMPLE

Training Station Do's

1. Always be on time.
2. Always notify the training sponsor of absence due to illness as soon as possible.
3. Try to notify the training sponsor well in advance of absence for school functions.
4. Dress appropriately.
5. Obey business/company rules concerning meal and break times.
6. Always have a cheerful attitude.
7. Take criticism well — learn from mistakes.
8. Be considerate, cooperative, and respectful with coworkers.
9. Mind your <u>own</u> business.
10. Be loyal to the training sponsor and business/company.
11. Try to participate in all appropriate business/company activities (such as seminars, workshops, and social functions).
12. Know a brief history about the business/company.
13. Give an honest day's work for a day's pay.
14. Enjoy the job and the people with whom you work.

SAMPLE

Training Station Don'ts

1. Never receive visitors.
2. Do not abuse the telephone — no personal phone calls.
3. Do not gripe.
4. Do not chew gum.
5. Never participate in office gossip.
6. Do not act silly at work.
7. Do not quit working until it is time to go home.
8. Do not take request days off excessively.
9. Never quit a work-based training placement without talking to the teacher-coordinator first.
10. Never be dishonest with money, merchandise, time, or effort.
11. Avoid dating someone with whom you work unless you have fully considered the possible consequences.

SAMPLE

Training Station Survey

_____

Student

_____

Training Station

_____

Training Sponsor

_____

Date

Each second-year student in Home Economics Career Preparation completes a Training Station Survey. The purpose of this assignment is to help the student trainee become better informed about the history, rules, and personnel policies of the company that is providing work-based training experiences. Since students often hesitate to ask questions about a company's policies and procedures (which vary greatly from one company to another) this activity helps students learn the regulations and personnel policies pertaining to their training stations. Consultation with the training sponsor may be needed to complete this survey.

Note: Survey information could be tailored to create a training station report or display which is important for classroom instruction.

Training Station Survey
General Information

1. Name of business serving as the training station:

   _____

2. Address of business:

   _____

3. Telephone number of business:

   _____

4. History of business (may include the total number of stores in town, statewide, and/or nationwide):

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. Type of business (corporation, partnership, proprietorship, franchise):

   _____

   _____

   Explain _____

6. Description of goods or services offered:

   _____

   _____

   _____

   _____

Sample Training Station Survey, cont'd.

7. Number of full-time employees and part-time employees in business:

8. Owner's name and method of addressing:

9. Manager's name and method of addressing:

10. Training supervisor's name and method of addressing:

11. Names of at least five co-workers:

12. Normal hours of business — days of week open, etc.:

Training Station Survey
Policies and Procedures

Describe the following procedures as they apply to the business.

1. Arriving and leaving work at the beginning and end of the work shift:

2. Leaving during working hours:

3. Personal telephone calls:

4. Answering the telephone:

5. Storage for personal belongings:

6. Dress code (proper wearing apparel, uniforms, shoes, hair, etc.):

7. Employee identification (i.e., name tags, pins, etc.):

8. Holidays and vacations:

9. Orientation and special training programs:

10. Probationary period:

11. Overtime (for full-time employee, part-time employee):

12. Payroll deductions:

13. Discount policies for employees:

14. Tips:

15. Meals:

16. Eating on duty — regulations:

17. Breaks:

18. Smoking on duty (for employees who meet the age requirement):

19. Other employee benefits:

20. Safety precautions:

21. Health regulations:

22. Sick leave policies:

23. Reporting accidents:

24. Emergency and/or disaster procedures (i.e., fire, tornado, etc.):

25. Discipline and conduct (other evaluation procedures):

26. Attendance and punctuality (when and to whom to report if absent or late):

27. Termination:

28. Employee communication (i.e., bulletin boards, E-mail, etc.)

29. Work schedules:

30. Job and duty assignments:

Training Station Survey
Additional Information

1. Union represented in this business:

   _____

   _____

2. Plans for capital investments in the future:

   _____

   _____

   _____

   _____

3. Wage or salary range for part-time and full-time employees:

   _____

   _____

4. Regulations or restrictions affecting the enterprise:

   Federal: _____

   _____

   State: _____

   _____

   City: _____

   _____

Training Station Survey
Business Layout

(Show exits, fire extinguishers, and main switches)

Training Station Survey
Organizational Chart

Prepare a business organizational chart. Include available materials from the business, if appropriate.

Training Station Survey
Company Publicity

Describe business publicity efforts. This may include examples of logo, advertisements, etc.

Student Name _____

SAMPLE

Student Record of Training Sponsor Contacts

Company contacted: _____

Address: _____ Telephone: _____

Name and title of person contacted: _____

Kind of Business: _____ Date of Contact: _____

Currently Hiring? Y____ N____ Did you complete an application form? Y____ N____

Comments/Notes: (What did you learn from this interview/experience?)_____

_____

_____

• • • •

SAMPLE

Home Economics Career Preparation
Recap of Work-based Training Coordination

The teacher-coordinator will need some system to simplify having certain information readily available and recording events/information that may be needed for later reference or documentation. A card such as the one depicted below could be used to record a variety of activities such as date of placement, coordination of training plan, telephone call indicating student absence from school, regular training station visit and findings, discussion with training sponsor's evaluation of the student for the grading period, etc.

Student Information

Name _____ Home Telephone _____

Address _____

Occupational training objective _____

_____

Parent/Guardian Information

Name _____ (Day) _____ Telephone (evening) _____

Address _____

Training Station Information

Name of Business _____

Address _____

Name of Training Sponsor _____ Telephone _____

Reverse Side →

Date	Coordination Activity/Notes

Note: Suggested tool would be on 4" X 6" card; sample is shown to reduced scale.
Preprinted 4" X 6" cards are available from the Home Economics Curriculum Center.

Training Sponsor Evaluation of Student Trainee

SAMPLE

Teacher Name _____ High School _____ School Telephone #_____

Student Name _____ Training Station _____ Date _____

❑ Probationary ❑ Periodic ❑ Termination

	Outstanding	Above Average	Average	Below Average	Unsatisfactory
Quality of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Accuracy Neatness Thoroughness Economy	Consistently Superior	Sometimes Superior	Consistently Satisfactory	Often Unacceptable	Consistently Unsatisfactory
Quantity of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Productivity	Consistently Exceeds Requirements	Often Exceeds Requirements	Meets Requirements	Often Below Requirements	Consistently Below Requirements
Dependability	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
Follows instructions Judgement Punctuality & Attendance	Consistently Dependable	Dependable Most of the Time	Ordinarily Dependable	Not Often Dependable	Consistently Undependable
Cooperation	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
With supervisor With other employees	Consistently Motivates and Assists Others	Quick to Volunteer and Assist	Generally Works Well With Others	Seldom Works Well With Others	Does Not Work Well With Others
Initiative	10	9 8	7 6 5	4 3	2 1
Ingenuity Self-reliance Planning Ambition	Consistently Strives to Learn and Improve	Often Keeps Self Occupied	Sometimes Finds Work For Self	Seldom Finds Work Without Supervision	Needs Constant Supervision
Self-improvement	10	9 8	7 6 5	4 3	2 1
Interest Observation Questions Study	Consistently Studious and Interested	Often Inquires and Observes	Fairly Inquisitive and Studious	Seldom Asks Questions	Never Exhibits Interest in Learning and Improving
Personal Qualities	10	9 8	7 6 5	4 3	2 1
Appearance Courtesy Friendliness Expression	Consistently Inspires Confidence and Rapport	Well Liked and Respected	Usually Gets Along With others and Makes Fair Impression	Seldom Attracts Respect from Others	Creates Antagonism Among Others

Note: Maximum number of points = 100

Comments _____

Recommended Continued Training Placement ❑ Yes ❑ No

Evaluated by: _____ Date _____
(Supervisor)

BEST COPY AVAILABLE

SAMPLE

Classroom Performance Evaluation

_____ Grading Period

Name of Student _____

	Points: Possible	Actual
Dependable and punctual minimal absences, none unexcused arrives to class on time turns in assignments when due	20	_____
Class participation and contribution exhibits cooperation and teamwork participates in classroom activities comes to class prepared utilizes class time for class work	20	_____
Follows school policies no office referrals abides by school district rules	20	_____
Follows class policies prompt and accurate in reports yearly report posted weekly	20	_____
Follows program regulations follows call-in procedures when absent keeps teacher informed of progress/problems	20	_____
Perfect attendance bonus	4	_____
Exemplary behavior bonus	varies	_____
Classroom Instruction Total		_____

Absences/Tardies for Three Weeks:

Absences _____
Tardies _____

Semester:

Absences _____
Tardies _____

Comments:

Note: This resource may be used by teachers as a student feedback and reinforcement tool.

SAMPLE

Sample Competency Evaluation: Child Care and Guidance, Management, and Services

DIRECTIONS: Use the rating scale below to evaluate the student. Check the appropriate number to indicate the degree of competency. The numerical ratings of 4, 3, 2, and 1 are not intended to represent the traditional school grading system of A ,B, C, and D. Ratings should reflect the student's JOB READINESS rather than the grade given in the class.

RATING SCALE:
4-- Skilled -- can work independently with no supervision
3 -- Moderately Skilled -- can perform job completely with limited supervision
2 -- Limited Skill -- requires instruction and close supervision
1 -- No Exposure -- no experience or knowledge in this area

4 3 2 1 **(c) Knowledge and Skills.**

(1) Business management procedures. The student determines effective business management procedures for the child care industry. The student is expected to:

- (A) analyze licensing and accreditation standards;
- (B) adhere to minimum standards, organizations goals, policies, and procedures in the child care setting;
- (C) demonstrate effective management skills; and
- (D) identify the chain of command and responsibilities of each employee.

(2) Business management procedures. The student analyzes the components of a safe and sanitary environment. The student is expected to:

- (A) evaluate safety and sanitation standards in a child care setting;
- (B) practice emergency and evacuation procedures;
- (C) demonstrate first aid and cardiopulmonary resuscitation (CPR) techniques; and
- (D) summarize environmental conditions appropriate for a child care setting.

(3) Business management procedures. The student analyzes procedures for promoting health and wellness in the child care setting. The student is expected to:

- (A) observe screening and other health assessment techniques;
- (B) describe effective methods of recording health-related information;
- (C) explain state law in reporting suspected child abuse;
- (D) utilize appropriate procedures for reporting accidents;
- (E) practice techniques that promote good health and safety in young children; and
- (F) describe appropriate methods of administering and storing medications.

(4) Influences on child growth and development. The student analyzes factors affecting growth and development of young children. The student is expected to:

- (A) explain how children progress through developmental stages;
- (B) determine developmental differences in children of various ages;
- (C) identify characteristics indicative of special needs or disabilities in children;
- (D) explain influences on the physical, emotional, social, and intellectual development of children;
- (E) identify the effects of child abuse on the growth and development of young children; and

Note: Excerpted from the Child Care Competency Profile Folder. Competency Profile Folders are available from the Home Economics Curriculum Center.

BEST COPY AVAILABLE

Home Economics Career Preparation Portfolio

A personal career portfolio is a ready reference of who you are. It will be a study guide and contribution to your future success. At a glance, you will be able to review your personal attributes and the occupational skills that make you the right candidate for the job. It will also contain details about your accomplishments, awards, leadership roles, and much more.

As you build, modify, and study the contents of your portfolio, you will have a growing sense of accomplishment. By using the portfolio as a study guide before job interviews and as a selling tool during interviews, you will gain confidence and self-esteem.

Sample Outline for Portfolio

1. **Notes**
   Notes related to research for prospective jobs, related to the application and interview process, and any information related to securing a job will be helpful.

2. **Your Resumé**
   A resumé is a summary of your job history and an important advertising tool. Employers expect all applicants to have a resumé It is a screening device that helps the employer select the best applicant for the interview process.

3. **Application**
   This section can be used to file copies of employment applications and should include tips for success in the application process.

4. **Personal Information**
   This section can be used to keep track of personal information employers need to know, such as the following:
   - one or two paragraphs about yourself
   - list of personal qualities that make you an excellent candidate for a job
   - list of personal references
   - list of work and salary history
   - list of personal achievements

5. **Reference letters** from people you know personally and who are willing to write a letter on your behalf

6. **Network**
   List the people you know who can provide you with job leads and put you in touch with the people who make hiring decisions.

7. **Other information** that would be helpful such as an **employer's evaluation** of your work

Note: This activity is an excellent way to incorporate STAR Events and FHA/HERO. For additional information, refer to "Portfolio Development for Secondary Students," a *Cornerstone* segment available from the Home Economics Curriculum Center.

Year _____

Student Data Sheet

SAMPLE

Student's Name _____ Home Telephone _____
Last First Middle

Student's Address _____
Street City Zip

Social Security Number _____ Grade _____ Age _____

Date of Birth _____ Ethnic Origin _____
Month Day Year

Parent or Guardian Information

Father's Name _____ Home Telephone _____
Last First

Father's Address _____
Street City Zip

Father's Employer _____ Work Telephone _____

Mother's Name _____ Home Telephone _____
Last First

Mother's Address _____
Street City Zip

Mother's Employer _____ Work Telephone _____

First Semester					Second Semester			
Period	Course	Teacher	Room		Period	Course	Teacher	Room
1				R	1			
2				E	2			
3				D	3			
4					4			
5				B	5			
6				L	6			
7				U	7			
8				E	8			
9					9			

Note: This tool may be used at school for the student file, as well as by the teacher in training station visits.

Sample Student Data Sheet, cont'd.

Name of Training Station _____

Address of Training Station _____

Owner's Name _____ Supervisor's Name _____

Business Telephone _____ Placement Starting/Ending Dates _____ / _____

Hourly Wage _____ Your Job Title _____

Give a brief description of your work-based training responsibilities _____

_____

_____

Mileage from school to your training station _____

Summarize arrangements for transportation to your training station (examples: my own car or truck, mother takes me, etc.) _____

_____

Name of Training Station _____

Address of Training Station _____

Owner's Name _____ Supervisor's Name _____

Business Telephone _____ Placement Starting/Ending Dates _____ / _____

Hourly Wage _____ Your Job Title _____

Give a brief description of your work-based training responsibilities _____

_____

_____

Mileage from school to your training station _____

Summarize arrangements for transportation to your training station (examples: my own car or truck, mother takes me, etc.) _____

_____

Follow-up Information: List two individuals who will likely know where you will be following graduation:

Name _____

Relationship _____

Address _____

Phone Number _____

Name _____

Relationship _____

Address _____

Phone Number _____

Parent Meeting Invitation

Invitation

There will be a meeting
of parents and guardians
whose son/daughter has been accepted into

Home Economics Career Preparation

_____ High School

Room _____

_____
Date

_____
Time

The purpose of the meeting is to acquaint you with Home Economics Career Preparation and to answer any questions you might have.

RSVP by calling _____

SAMPLE

Sample Letter to Students Accepted in Home Economics Career Preparation

Date

To: *(Name of Applicant)*

I am pleased to inform you that you have been approved for enrollment in Home Economics Career Preparation (HECP) for the *(Year)* school year. In addition to classroom instruction, students in HECP will also receive work-based instruction at a business site in our community. I will work with you to coordinate your placement at an approvable work-based training site.

I will be returning to *(Name of School)* on *(Date)* and will be contacting you by telephone or mail regarding your training status and your schedule for registration. It is very important that you are prompt and responsible in completing all steps for registration in order to have a class schedule that will be compatible with Home Economics Career Preparation.

It is imperative that we find the best possible work-based training placement for you. It is possible that you may be given the opportunity for training placement interviews during the summer. If so, it will be important for you to have notified me if your address or telephone number changes or if you plan to be out of town for an extended time during the summer. You must have reliable transportation for your interviews and especially when you begin training. It is very difficult to meet training responsibilities if you have to depend on someone to take you and pick you up from your training station.

Before school begins, I will be sending your parents/guardians an invitation to participate in an orientation for Home Economics Career Preparation. Attendance at this meeting is vitally important. Also, please share this letter with your parents/guardians.

I hope you have a successful ending of school and a great summer. I look forward to having you in Home Economics Career Preparation next school year.

Sincerely,

(Name of Teacher-Coordinator)
Home Economics Career Preparation Teacher-Coordinator

Sample Letter to be Sent to Training Sponsor Immediately After Student Placement

SAMPLE

(Date)

(Name of Training Sponsor)

(Address of Training Sponsor)

Dear

Thank you for agreeing to provide work-based training for *(Student's Name)*, a student in the Home Economics Career Preparation program at *(Name of High School)*. I look forward to working with you during this school year as you provide training in *(Skill/Training Area)*. You are to be commended for enabling the student to learn specific occupational skills, to develop self-responsibility, and to become a better citizen.

It is my responsibility to provide classroom instruction that, in coordination with work-based instruction from your training site, strengthens occupational skills, instills a good work ethic, and provides an opportunity for leadership development. Home Economics Career Preparation students receive credits toward graduation.

Excellent attendance is crucial for quality of training both at school and the training station. A career preparation student who is absent from school should acquire my permission to report to work-based instruction that day. I may call you if a student has been absent from school. From your position as training sponsor, encouragement for excellent school attendance is very helpful.

Thank you for working with my student in this cooperative effort. I look forward to visiting with you to finalize the plans for coordinating the classroom instruction and work-based instruction in order that *(Student's Name)* can most effectively be prepared for a career in your industry. These coordination efforts coupled with student evaluations will continue throughout the school year. Any time I can be of help to you, or if any problems arise concerning my student, please call me at *(Phone Number)*.

Sincerely,

(Name of Teacher-Coordinator)
Home Economics Career Preparation Teacher-Coordinator

SAMPLE

Sample Letter to Prospective Training Sponsors (when starting a new program)

(date)

(Name of Potential Training Sponsor)

(Name of Business)

(Address)

Dear

The *(Name of School District)* would like to inform you that *(Name of Campus)* is adding a new area of instruction: Home Economics Career Preparation. This program includes classroom instruction along with work-based learning experiences in home economics related occupations; the students are high school juniors and seniors and are sixteen years of age or older.

Career preparation courses provide an opportunity for our students to experience training toward their career goals while completing requirements for high school graduation. Because of training sponsors who provide placements for work-based instruction, students have the opportunity to acquire specific occupational skills, strengthen their work ethic, learn about the world of work, and become responsible citizens.

Students enrolled in Home Economics Career Preparation participate in classroom instruction on occupationally specific information that enhances their performance in work-based training experiences. The teacher-coordinator will work carefully with the students and the training sponsor to assure that the classroom instruction and work-based instruction are appropriate and coordinated to meet occupational training objectives. Businesses that agree to provide training sponsorship receive the benefit of a better trained workforce.

As teacher-coordinator of Home Economic Career Preparation, I will be contacting you in the near future to answer any questions you might have and give you further details. I look forward to the possibility of your business agreeing to work in partnership with the school system to provide this mutually beneficial educational opportunity.

Sincerely,

(Name of Teacher-coordinator)
Teacher-Coordinator

Note: This letter might be edited and sent by the district superintendent, high school principal, or career and technology director.

Sample Letter to Parents/Guardians (at start of school year)

SAMPLE

(Date)

Dear Parents or Guardians of Home Economics Career Preparation Students:

I would like to welcome your student back to *(Name of High School)* and to the Home Economics Career Preparation program. It will be an exciting year!!

I will be sending guidelines, permission slips, and training plans home to be signed. Also, I would like to make you aware of some expenses. Leadership is an integral part of Home Economics Career Preparation. Students are provided opportunities to gain additional leadership experience and provide service to others in our community through the youth organization, FHA/HERO. The yearly membership dues are *(Dollar Cost)*. Another expense will be the cost of two tickets to the Training Sponsor Banquet. The cost is *(Dollar Cost)*. The FHA/HERO dues and the banquet tickets can be paid in installments or all at one time. Fund-raising projects will be available to help students with the cost of FHA/HERO membership and the banquet.

The banquet is a very important event in Home Economics Career Preparation. This year the banquet is scheduled for *(Calendar Date)* at *(Time)*. It usually lasts about two hours. Young women will be advised to wear a nice dress. Young men will wear slacks, shirt and tie, or a suit. At the banquet, scholarship and senior certificates will be awarded. Each student also presents his/her training sponsor with a certificate of appreciation. Scholarships will be awarded to outstanding Home Economics Career Preparation students. Last year we were able to award *(Number)* scholarships of *(Dollar Amount)* each.

As stated in our guidelines, students attend school for their scheduled classes, including Home Economics Career Preparation, in addition to going to their assigned training stations for work-based occupational instruction. This year, I will place a great deal of emphasis on responsibility. Please contact me if you feel there are problems with the training station or if the work-based instruction seems to be interfering with the student's other school work. My first priority is for students to be successful in all aspects of their high school education. I am here to guide and assist students with that goal in mind. A student who is ill or cannot come to school for some reason should make three phone calls:

1. Teacher-Coordinator - *(Phone Number)*
2. School Attendance Office - *(Phone Number)*
3. Training Sponsor (if absence occurs on a day of scheduled work-based instruction)

Please feel free to call me if I can help in any way. I am looking forward to a successful year.

(Teacher-Coordinator's name)
(Address)
(Phone Number)

Signed:
Parent/Guardian: _____

Student: _____

SAMPLE

Trainee Achievement Award

Presented to:

(Name of Student)

for maintaining placement at the same training station
from *(month, year)* through *(month, year)*

Presented by: Home Economics Career Preparation
(name of institution)

_____ _____

Teacher-Coordinator Date

Home Economics Career Preparation
Student of The Month/Year

Qualifications

The Student:

1. has no more than two absences for the month, and must have called in when absent.
2. has no grade below 70 on the last grade report.
3. has an above-average work rating on the last evaluation period.
4. has at least an 80 average or higher in Home Economics Career Preparation.
5. exhibits good classroom citizenship.
6. exhibits above average school behavior, including behavior in other classes.
7. must have been placed in work-based instruction for the entire four-week period
8. (student of the year) must not have been terminated as a result of behavior at the training station.

Student of The Month

August: _____

September: _____

October: _____

November: _____

December: _____

January: _____

February: _____

March: _____

April: _____

Student of The Year

_____

SAMPLE

Home Economics Career Preparation
Student of The Month

Presented to:

(Name of Student)

for maintaining high standards of performance in
Home Economics Career Preparation
during the month of *(specify month).*

Presented by: Home Economics Career Preparation
(name of institution)

_____
Teacher-Coordinator

_____
Date

Home Economics Career Preparation
Training Sponsor of The Year Nomination Form

SAMPLE

Name of Training Sponsor _____

Title of Training Sponsor _____

Name of Training Station _____

Submitted By _____

Please write a narrative explaining why you believe your training sponsor deserves this honor. Include in the narrative the following:

- how the training sponsor helped you develop better occupational skills through your work-based instruction experiences (Be specific about the training your sponsor provided either on an individual basis or in a group setting.)
- how the training provided will help you become a better employee in the future (Name occupational skills that you learned at this training station that will transfer to other career opportunities in the same or a different occupational area.)

Feel free to use the back of this sheet if necessary. **Return by** *(Deadline Date)*.

SAMPLE

Certificate of Completion

This is to certify that

_____

Achieved the essential knowledge and skills approved by the State Board of Education for

_____

(name of training area)

at _____ *School,* _____, *Texas*

on this _____ *day of* _____, _____.

_____	_____	_____
Teacher-Coordinator	*Advisory Committee Chairperson*	*Administrator*

Note: Certificates on deluxe cardstock are available from the Home Economics Curriculum Center. Billfold size certificate replicas are included.

BEST COPY AVAILABLE

SAMPLE

Certificate of Appreciation

Texas Education Agency
Home Economics Education
in cooperation with

_____ **School**

recognizes _____

for distinguished serpice to _____

on this _____ *day of* _____, _____.

_____ _____

Teacher-Coordinator *Administrator*

150 191

Note: Certificates on deluxe cardstock are available from the Home Economics Curriculum Center.

BEST COPY AVAILABLE

SAMPLE

Sample Promotional Flyer

HOME ECONOMICS CAREER PREPARATION

Experience the Advantage

Home Economics Career Preparation is a unique form of education which develops essential knowledge and skills through a combination of classroom study and work-based training experiences. It allows students to utilize academic skills and acquire essential occupational skills by being exposed to the reality of the world of work beyond the boundaries of the campus. It helps to enhance the student's self-confidence and career options while providing opportunities for students to gain experience for managing multiple family, community, and wage-earner roles.

Note: Home Economics Career Preparation trifold, 2-color flyers are available from the Home Economics Curriculum Center.

Sample Business Cards

Business cards are essential tools used by teacher-coordinators in promoting Home Economics Career Preparation throughout the community. Effectively designed business cards present a professional, businesslike image when contacting businesses, parents, students, advisory committee members, and school district personnel. They provide information needed for contacting the teacher-coordinator. They may also be used as introductory cards for students making contact with potential training sponsors. (See the two-sided sample below.)

Business cards may be designed in a variety of ways. Some pointers follow:

- Decide what pertinent information should be included, such as the following:
  - — Home Economics Career Preparation
  - — name of teacher-coordinator
  - — mailing address
  - — school name
  - — school phone number
- If applicable, include a fax number and E-mail address.
- It is recommended that the teacher-coordinator not provide a home telephone number on a business card.
- Make sure Home Economics is spelled out.
- Emphasize through larger, bold letters information you want noticed first — for instance, the teacher-coordinator's name, Home Economics Career Preparation, or perhaps the school name or logo.*

  **The school logo helps relate the teacher-coordinator and program to a specific school within the community.*

Home Economics
Career Preparation

Jane A. Doe
Teacher-Coordinator

Anytown High School
105 N Main Street
Anytown, Texas 12345

(123) 456-7890
Fax (123) 456-7891

Reverse Side →

INTRODUCTORY CARD

This will introduce _____

To: _____

Organization: _____

Appointment: _____ a.m. _____ p.m. _____
This student has been accepted for Home Economics Career Preparation

Thank You _____
Teacher-Coordinator